

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LIII.

For the Week Ending September 5.

No. 8

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The business department of THE JOURNAL is on another page.

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My Pedagogic Creed. I.

Col. Francis W. Parker,

Prin. Chicago Normal School.

In reply to a letter from the editor, Col. Parker sends the following statement :

"You ask me for my pedagogical creed. I am obliged to give it in a very general way.

"First, I have unbounded faith in the development of the human race. I believe that the path and goal of mankind is education. The end and aim of education is community life. The child should be a citizen to all

humanity and of the means by which humanity rises to higher levels. I believe that the art of teaching is the art of all arts, it surpasses and comprehends all other arts, and that the march of progress is upon the line of the realization of infinite possibilities for the good and growth of mankind.

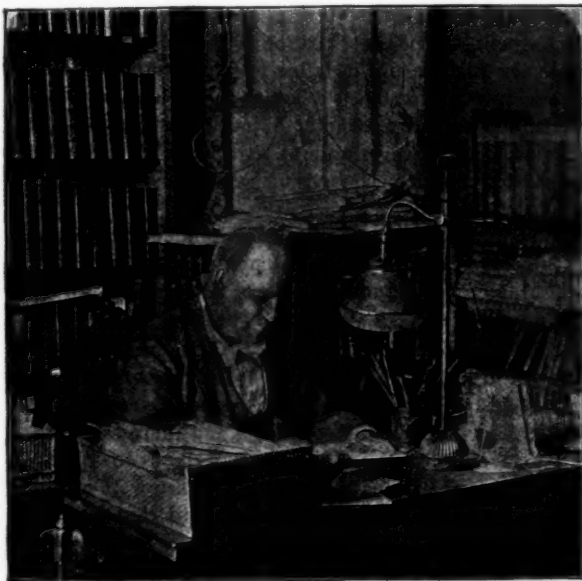
"I believe in personal method in this sense that each teacher must discover methods by the study of psychology and all that pertains to the development of the human being ; that he must apply that which he thinks is for the best good of his pupils, and by supplying the best he will learn something better. The future of education means the closest study and diagnosis of each personality and the application of means to develop that personality into the highest stature of manhood or womanhood. I believe that no teacher, no one, can study the science and art of education and remain in the same place, applying the same methods more than one day at a time. I believe that what we need in this country, to-day, is a close, careful, unprejudiced, thorough study of education as a science. I believe that dogmatism should have an end and in its place should come scientific methods of study and a tentative mode of application.

"I began to keep school forty-two years ago. I began to learn how to teach some twenty-five years ago. And, to-day, I feel deeply that I have not yet learned the fundamental principles of education. I believe in universal salvation *on earth* through education. I believe that man is the demand, God the supply, and the teacher the mediator, and when the day comes that this mediation shall approach perfection the human race will enter into new life. I believe that no teaching is worthy the name if it does not have a moral and ethical end. There are only two things to study, man and nature ; there is only one thing to study, and that is the Creator of man and nature, God. The study of God's truth, and the application of His truth are the highest glory of man. Herein lies the path and the goal of education."

Yours truly,
Francis W. Parker,

Chicago Normal School.

THE SCHOOL JOURNAL has arranged for a series of articles by the most eminent educational thinkers of this country and abroad, giving in concise form their foundational pedagogical ideas. The general title chosen for the series is "My Pedagogic Creed." It is the intention to have each one of the leaders give his foundation doctrines in his own words, and enough promises have been received to insure the plan. Colonel Parker opens the series in the present number. The confessions of those who have given years of thought to digging for educational truth, ought to be of highest interest to teachers and friends of children generally everywhere.



Photograph taken for THE SCHOOL JOURNAL in 1894, by Walter J. Kenyon.
COL. PARKER IN HIS STUDY.

intents and purposes, the moment he enters the school-room ; or, in other words, he should become through teaching and training an efficient citizen of his little community.

"I believe that the past has given us a vast inheritance of good that we should use for the future. I also believe that, comparatively speaking, we have just begun to study the science of education and apply art : that most things done in the past and that which we are now doing are comparatively crude. I believe that the only consistency in this world worthy the name is constant change in the direction of a better knowledge of

Confessions of Public School Teachers.

(With respectful apologies to the *Atlantic Monthly*.)

My early education was like that of most youths of twenty years ago. I attended the primary school where the teacher whipped me every time I was late, not because I was late, but because I didn't bring an excuse. Sometimes I brought an excuse, and then she thrashed me soundly for losing so much time waiting to get it.

As I advanced in years I attended the intermediate school, where the teacher rattaned me every time I failed in parsing or didn't understand my arithmetic.

Afterward in the grammar school the master flogged me about every day because he had a reputation as a first-class disciplinarian to keep up.

After that I went to an academy and then I looked around for a soft snap by which to earn my living. I knew that if I became a doctor or a lawyer or a minister I must go to college and afterward to a special school, all of which would cost money, while to be a teacher needed nothing but a little influence, and that I had.

My Uncle Henry was chairman of the school committee in a large town not far from Boston and he procured me a position as principal of the Columbus school, at a salary of \$700.

Although I did not know much about teaching I had my ideals. I knew that I had been well thrashed while I was a youngster and I had turned out well; *ergo*—if the children under me were only whipped often enough *they* would turn out well. So I and my assistants, according to the light that was in us, kept our rattans soaking in a water-pail in the dressing-room, and well we lathered them.

Sometimes the older boys showed fight to the women teachers and then I collared them, and took them for a little promenade without volition of their own over the desks and up and down the aisles; if they kicked I choked them; if they scratched I twisted their arms; and, generally speaking, I conquered them.

Sometimes an irate parent came and made a row, but as I was a glib speaker and good at argument, and the children seldom dared back up their accusations in my hearing I always managed to soothe her (it was generally the mother) down and send her away silenced, if not satisfied.

Once, however, an affair occurred which occasioned a great deal of unpleasant talk.

A boy was troublesome in the morning and I, metaphorically speaking, wiped up the floor with him. I suppose I was a little more severe than I realized, for, as afterward transpired, I left a good many marks on him.

Just as school began in the afternoon, a brawny woman rushed into the room, and before I could speak, felled me to the floor with her fist, I got up and she knocked me down again, at the same time letting out a tirade of abuse concerning the boy whom I had punished in the morning.

What could I do? I couldn't strike a woman, and she wouldn't listen to reason. I seized her hands and backed her out of the room, struggling violently; in the hall the janitor came to my aid and together we put her out and locked the door.

Of course the woman boasted that she had "licked

the schoolmaster" and many believed her story, but the above is an absolutely truthful account of it.

It must not be supposed that all my time was spent in administering corporal punishment. That was but a small part of my work. The New Education was just gaining its first foothold in New England and we had a superintendent who was a hustler, or, to use English which is less Harvard, an apostle of the new creed. We had teachers' meetings two or three times a week, and what with my natural gift of speech, a pretty level head, and a great capacity for appropriating other people's ideas without the use of quotation marks, I soon became a figure at the meetings, and also at the county conventions.

My salary was raised three times, a hundred dollars at a jump, and by the time it had reached a thousand, two neighboring towns clubbed together and offered me two thousand to superintend their schools.

Naturally, I accepted the offer, but before I go on to tell of my success as a superintendent I must relate a most important part of my experience as a master; I refer to my little affairs with the lady teachers. It may be objected that such affairs have nothing to do with my career as a teacher, but in my case they had a great deal, and I will venture to say that most men teachers, if they were quite truthful, would have to acknowledge the same.

In the first place, then, there was a very vain woman among my teachers who was a great favorite with the superintendent. I was between Scylla and Charibdis, and I had to do some pretty careful steering. If I neglected one bit of the attention which that woman felt was her just due, if I failed to flatter her upon every available occasion, then I knew that a highly colored version of the next corporal punishment case would be carried to the superintendent, together with various exaggerated stories concerning every mishap in the school.

On the other hand, if the superintendent should take it into his head that my compliments meant anything, it would be good-bye to any chance of promotion through his good will.

Then, moreover, I was regarded as the legitimate prey of nearly all the teachers under me, so long as I remained unmarried. I was good-looking in those days; it was universally conceded, and there can be no harm in mentioning it here. If I walked down street with one of the primary teachers the rest were jealous. If I called on one, a rumor flew around that I was engaged. If a pretty teacher got a rise in salary (which often happened) the others said it was because I was sweet on her. If an old and plain-looking teacher did *not* get a rise (which also often happened, or rather failed to happen) then they said it was because I didn't like her; whereas the real reason was simply this,—we knew we could keep her anyway, because she was not attractive to strangers, and we felt that there was no use in throwing away money on her.

When I changed my domicile to become superintendent of two towns I determined to change my tactics so far as women were concerned. I simply pleased myself; singled out the young and pretty teachers for promotion as often as I chose; paid attention to whom I pleased, and, when I found that my actions were making talk, assumed a high moral attitude and wrote a letter concerning the evil effects of gossip to some one of

the many teachers who were talking about me. That generally produced a lull.

I was remarkably successful as a superintendent. The book firms got hold of me about that time and they helped me along a good deal in a quiet way. The towns allowed me to pay pretty good salaries to my teachers and I was careful to secure good ones, although I sometimes made mistakes on account of an applicant's beauty.

I had a good business head and I used it, and to this I attribute my success.

I am receiving \$4,000 now, as superintendent in a city in the Middle States, and that together with what I can pick up makes me consider myself a fairly successful teacher and I know that the educational world agrees with me.

Am I a hypocrite? Not a bit of it, but a usually politic man who has amused himself for a few minutes by speaking the truth.

* * * * *

I suppose I would rank as a successful teacher, although I am neither a principal nor a superintendent; the chances here in the East, for women to get out of the rank and file are not very great.

I was graduated from a city high school when I was eighteen, and entered the training class of a neighboring town. I had yellow hair and big blue eyes, a taking way, and a remarkably pretty handwriting. Mind you, I am not admitting I wasn't a good scholar and a good bright girl. I was—but there were half a dozen others who were as bright, or brighter, but less attractive in their appearance than I, and I knew then, and I know now, that my looks helped me more than any one thing.

For instance, in the matter of discipline—I made a failure every time. I tried to substitute, because the children wouldn't mind me. Others of the training class made a failure too, and were told so, frankly, and advised to leave. With me, it was different, however. The superintendent would come in and punish the refractory pupils himself, and leave word with the principal to help me out in every way he could; and the principal would let me go upstairs and teach easy things while he came down and straightened out my room.

I was given a school before anyone else in the class, and my salary was raised so fast, that when I had been teaching two years I got as much as some of the other teachers who had been there five.

By that time I was a crack teacher; all the visitors were brought to my room and either the superintendent or the principal staid with them, so there should be no slip up in discipline.

During this time two principals proposed to me, my own and another, but the superintendent came to my room so often, and was so attentive, that I felt pretty certain I could do better and refused them both.

Then I received an offer to come to my present school, where the maximum salary is \$800. I know, because the first assistant, spiteful thing, has told me so, that the offer came on account of my looks and my stylish dress. You see, the school is in a fashionable part of the city, and the principal makes it a rule to have none but attractive teachers.

I don't have any trouble with discipline, now. I have an agreement with the children that they may act just as badly as they like when I am alone with them; on

condition that they straighten up and behave themselves the minute anyone enters. The plan works to a charm, they like me and I like them, and first and last, I teach them a good deal.

However, I shan't teach them much longer, because I am going to leave to be married in October. Teachers always marry in October, you know, because they have to go back in September in order to get their August pay, and then they think they may as well teach one month and have that much more money.

I have always expected to marry, and so I have never felt willing to throw away money on courses of study as so many teachers do, for where was the use?

I always made up my mind I wouldn't marry a schoolmaster. They are too arbitrary and too sure they know it all; and then all the married schoolmasters that I know, try to preserve the same discipline in their families that they do in school. None for me, thank you. I would have taken that first superintendent if he had ever come to the point, but he never did; so now I am taking a middle-aged man who is neither very clever nor very rich. For all my good looks, young men my own age never seemed to care for me and I have never known why. Of course I would have preferred a handsome, rich, young husband; but my age is dangerously near thirty, and anything is better than to be an old maid school teacher.

CYRIL NORFOLK.

Poor English.

Nothing so quickly tells against one's educational training as poor English, either in speaking or in writing. There are two reasons for this: First, every well-educated person is a competent judge of English. He may be ignorant of any number of technical matters; he may not be able to read a drawing, or to distinguish a "weld" from an "upset"; he may not know the difference between a "chuck" and a "mandril";—but he does know whether one's verbs and pronouns are used grammatically, whether the capital letters are properly placed; whether the spelling is correct; and whether the matter is logically arranged.

In the second place, though good English, like good manners and a becoming dress, is not absolutely essential to character, useful knowledge, and skill along many lines, it is generally held to be the best possible index to the amount of education and culture one has really had. Hence failure here is quickly held to indicate incompetence along all lines.

Accordingly it is highly important that every boy be able to read, speak, and write fluently and correctly.

C. M. WOODWARD.

Washington University, St. Louis, Mo.

School Room Decoration.

APHORISMS.

"Works of the imagination have the peculiarity of not permitting idle enjoyment, but of stirring into activity the minds of those who contemplate them."—*Schiller*

I believe in the beautifying of the school-rooms, and in the educative influence of works of art that may be placed therein. The casual glance at a beautiful object is not enough; it is the constant presence that is needed; that presence that grows imperceptibly but surely into the soul of the observer.

We are ready, as never before, for the refining influences of æsthetic elements among our children.

Boston, Mass.

FRANK A. HILL,

Secretary State Board of Education.

The silent influence of works of art in the school-room, and the atmosphere which art creates, must have its due effect upon the impressionable mind of youth, awakening and developing a feeling for refinement, and a love for the beautiful.

Boston, Mass.

WALTER GILMAN PAGE, Artist.

Private Schools.

Advertising a School.

By CHARLES AUSTIN BATES.

The same axiom applies to advertising a school that holds in advertising anything else: "Tell the good points." Don't overtell or undertell them. Tell them emphatically, convincingly, tersely.

The fault with school advertising begins with the head of the school. He, or she, as the case may be, does not look at a school from the standpoint of the parent or the prospective student.

The school advertiser apparently views a school solely from a pedagogue's standpoint:—as a place to cram certain facts, figures, and rules into a scholar's brain.

I have seldom seen a school advertisement that really told anything about the school. It usually has a line about the courses of study—that it is select—that Harvard, Yale, or Vassar accepts its certificates in lieu of examination—and—well, that's all. The man or woman who answers one of these advertisements gets in return a prospectus that is equally unsatisfactory. It gives a list of students—a list of studies calculated to give an average human a headache—the names of a few men or women professors, possibly eminent, but almost sure to be utterly unknown to the recipient of the prospectus who is not well informed on pedagogy—and a description of the school buildings. That is the average school prospectus.

As a fond father who contemplates sending my son or daughter to a school or academy, the stereotyped school advertisement strikes me as a very meatless skeleton. There are four or five pages of these advertisements in *Harper's Magazine*, and only one or two even hint at anything I want to know when I choose a school for my child, I haven't the patience to answer all—consequently, I'll probably answer none. If I do answer one, I'll get in reply a stereotyped prospectus that tells all the things that I know already, and the things that I do not care a copper about, and not a thing that I really wish to know.

I believe that nearly all schools and academies aim to prepare students for the big universities, or girls' colleges. I believe the requirements in all these great institutions of learning are nearly identical—consequently the preparatory courses are the same. In spite of this, the major portion of every school prospectus is devoted to the curriculum. I do not suppose there is an intelligent man or woman in America who has not glanced through fifty of these typical curriculums. They tell nothing. What do I care whether my son reads Cæsar in the first or the second half of the second year? I know that the preparatory classical course at one of the schools is practically the same as that at any other.

I want something more than a list of names and studies and a few pictures of school buildings. "I want to know, don't you know?"

I might send my boy to the school that had the biggest buildings, and the most eminent professors, and the most students, and the most studies with long names, and at the end of three years he might come back to me a walking encyclopedia, but with the manners of a Bowery boy and the morals of a Tenderloin policeman.

No! I want to know in advance that the school I send my boy to proposes to turn him out a gentleman, and I want to know how it proposes to do it. The school methods may not agree with my ideas. The school's method may go to the opposite extreme and transform my boy into a fop or a cad.

I want to know that the school will instill into my boy the spirit of the Golden Rule, and at the same time not emasculate him. If my boy is a manly boy at the outset, I want to know that the school I choose will send him back to me a manly man, who will help a ragged beggar woman across the street as if she were a queen, and never stop kicking a big bully who insults her. I

want to know that he will be taught the Christianity of Arnold and Rugby. And I want to know how.

I want my boy to come back from school at least as clean physically, morally, and spiritually as he was when he left home, and I want to know by what methods that cleanliness is to be preserved and inculcated.

I should like to know something about the past achievements of the school. If it can point with pride to clean-cut men as its product, I should like to know about them. I should like to know what kind of crockery it has made of past consignments of clay. I should like to know where, when, and under what conditions my boy will live, eat, sleep, work, and play. I should like to know something more on these points than is told in the parrot-like sentences of the school advertisement or the average prospectus.

About the course of study I do not care much, save that it shall be classical or scientific, according to my boy's inherent abilities. I take it for granted that an industrious boy will find the opportunity in any one of a thousand schools to become an Admirable Crichton if he has the natural ability.

I believe that a school advertisement that had a few pointed words to say upon these subjects would elicit inquiries for fifty prospectuses where the present stereotyped advertisement calls forth one. Then, if the prospectus told a plain, unvarnished tale of what a boy's life at the school is, from the day he arrives to the day he leaves, I believe the "course of study" could be safely left out.

The only answer to this that I can think of, is that it would require much more advertising space than is at present used. Admit that. Every school has to have a specific number of scholars to pay running expenses. After that number is reached every new student secured is a bonanza. The money he pays is almost clear profit. If a school is lodging, feeding, and instructing fifty boys and making a small profit, the expense of another is infinitesimal, and the money he pays is seventy-five per cent. profit. Consequently a school that runs a small advertisement and secures sufficient patronage to pay a small profit, can afford to add largely to its advertising space in order to get additional students upon whom the profit per capita will be tremendously in excess of the profit on the smaller number necessary to keep the school going.

The best way to advertise a school is to place the advertising in the hands of a reliable advertising agency, first giving the agency the benefits of all the facts and of past experiences. Then the advertisements in proper mediums should be increased to a size that admits of at least hinting at the school's real merits. The prospectus should tell the story of the school, and not be devoted to a list of names and studies. Besides the prospectus there ought to be several circulars and booklets on different questions that arise in the minds of parents and students. After an inquiry comes for a prospectus, the name should be listed, and if some sort of a reply isn't forthcoming within a reasonable time, there should be a circular or booklet sent out to again arouse interest. You see I may start out on a quiet search for the right school a couple of years before my boy is of school age. It is well enough to keep me reminded of your school.

The trouble with the school man is that he doesn't do as I have done in this article and *imagine* himself the fond parent of a future president. He advertises his school from the standpoint of the scholar and pedagogue.

New York.

The private schools are feeling the demand for better teaching. There is no investment so certain to benefit such a school as a year's subscription to THE SCHOOL JOURNAL.

Blanks are enclosed for subscriptions, and we trust thousands will come back filled out. This will be the banner year for THE JOURNAL, and we wish every teacher to share in the good things.

Practical Education:

What is it Worth to the Girls?

By C. C. BRAGDON.

You kindly permit another word on the much be-written topic of the education of girls suggesting that side of it covered by "The advantages of a practical education to girls." I like that way of putting it, for it says "to girls." That lets me look at it from my favorite point of view, that of the girls themselves; not society's notion of what a certain training ought to do for womanhood in general, nor the critic's idea of what ought theoretically to be best for girls in the abstract, but what is good for girls as we find them, concrete girls. When boys are concerned the wiser critics say, "Study the lad and give him what is best for him;" but when girls, they say, "Study the times and what folks say and give the lass what is best for her." I think the italics should be on the personal pronoun both times, on the "her" as well as the "him." The fact is, the course of study common to schools for boys is the growth of centuries of consideration of the needs of boys who are to be men. When it dawned upon the minds of men that girls ought to have an equal chance with their brothers, without much consideration they were "allowed" to share studies which had been evolved for their brothers.

People are now pondering seriously, and with accumulating decisions in the negative, whether that allowing girls to "hitch on" to boys' work be really the *Ultima Thule* of wise provision for their dissimilar lives.

The advocates of a practical education for girls, do not differentiate girls from boys. Nature has done that already, and you can't conferentiate them if you try. Girls are girls in dress, in sports, in amusements, in work, because they are girls, and no amount of reasoning can make, ever will make, them other than girls. And I doubt if the extremists in advocating identical education would be really willing to make them other than girls, no matter how labored their arguments to prove they ought not mentally to be girls. The fact is, mentally can't be treated by itself. Mentally, physically, morally must go together. They make her what God has made her, the glorious creation that she is—woman. Why, then, won't folks take her as she is and train her for the work God has made her for, even as we train our boys for the work He has made them for? It does see min this over-betalked matter, as in many others since they took to running this world, that the critics think they know better than the Creator! I wonder, don't you? that when God was making a creature to shoot through air on poised pinion strong, he did not make it practice a thousand years on a pair of legs.

Just here is the secret of the failure up to date of co-education. In aiming at the right thing, viz.: to remove all the old limitations of women—to give her as good as men—it erroneously insisted on her taking an identical education. All women ought to have a chance at as high, deep, broad—whatever you choose to call it—an education as men under the same circumstances. But all should not be compelled to take the same.

I know that it is urged here that studies are but gymnastics; that what will develop strength is equally good for girl or boy. Yes, the strength each needs for the work he is to do. Why not develop strength along the lines of probable need? Why not get an ability with the strength? An art with the science? Why not row a real boat, and get somewhere, as well as pull at a spring for practice? Why not saw wood and so learn an art forever useful as well as pump chest weights? Why not make butter while you are getting strength as well as paddle clay? Why not learn the anatomy of one's own body as well as that of the ichthyosaurus?

Why not draw diagrams of dress forms and so learn a useful trade? Why not teach the chemistry of foods,

adulterations, etc., and so make one familiar with problems always recurring in her after life as well as to play with elements of which she never after sees the like?

Isn't it possible to so unfold the highest sciences and knit them to their kindred arts as to enrich and ennoble all occupation? Ought not the man or woman of deeds to rank as high in our cosmogony as the man of ideas? In my own mind I marry the two and say, with Paul, education without practice is dead. If I want to teach a boy how to sharpen tools I come to my end by no longer road if I use a knife and have a knife than if I use a piece of hoop iron and have only a hoop at the end. Would not one so avoid that undesirable result which some call over-education, that drill in abstractions which renders some of our graduates useless? There is testimony now and then that a diploma has spoiled the hand for dish-water, and too great (?) familiarity with Plato and Gautama has made it harder to hoe, and too much (?) analytics has made distasteful the arithmetic of common life.

Of course the ideal thing is "that our daughters be polished after the similitude of the palace." But for every palace there are hundreds of common homes, and for every possible ideal education there are hundreds who are limited by many conditions, voluntary and involuntary, to what is less than the ideal. And I venture to say that the ideal is different for different persons, and for the same person under varying circumstances. And so I come to what I meant to begin with. The kind of training a girl ought to have is largely a *personal question*.

1. As to the quantity she can have. What is ideal for a person who can give four years to school life is not ideal for her if she can give but two. Two halves may not equal a whole. Granted that a certain course of study is the best for four years' work; it by no means follows that the identical first half of that course is best for one who has but two years to go to school in.

2. The same foods (equally wholesome, theoretically) are not best for different bodies, nor is the same body at all times best nourished by that which under other conditions is best for it. So when a parent asks me "What is the best education for my girl?" I say, "It depends on the girl; what she is, what heredity has done for her, what her various great-grandmothers have given her, what her environment is and is to be, what her tastes and plans are." You all allow that is common sense for a boy. Why not for a girl? If you grant it, the advantages of a practical education to girls as I have (in too random and desultory a way, I confess) described it above must be conceded.

There is a side of the education of girls as girls, not as boys, which seems to me to outweigh any possible argument for an identical education upon which I had space to touch. It is hinted at by Frederic Harrison in these words: "The true function of woman is to educate, not children only, but men; to train to a higher civilization, not the rising generation, but the actual society. And to do this by diffusing the spirit of affection, of self-restraint, self-sacrifice, fidelity, and purity. And this is to be effected, not by writing books about these things in the closet, nor by preaching sermons about them in the congregation, but by manifesting them hour by hour in each home by the magic of the voice, look, word, and all the incommunicable graces of woman's tenderness." The developing this power is not possible in mixed schools. The extreme advocates of co-education admit this.

Lasell Seminary, Auburndale, Mass.

The private school is rapidly increasing in importance and influence. Never before have there been so many of so high a character, and nearly all seem to be doing well. THE SCHOOL JOURNAL will publish from time to time practical articles on the business side of these schools.

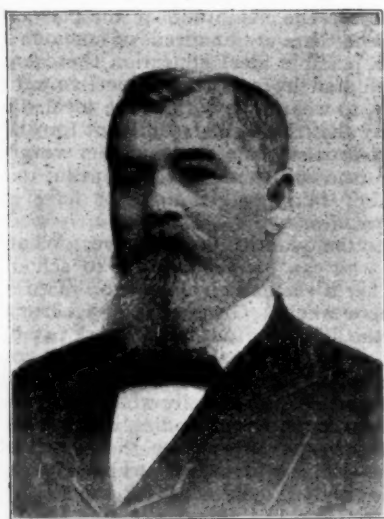
School Administration.

Plan of Organization of Kansas City School Board.

All enterprises whether social, philanthropic, or economic need organization.

The public school is one of the greatest economic institutions of the age. This has come about by a system of organization steadily growing more unified in its general plan, yet in particular phases, as boards, and the manner of creating them, varying greatly in different localities.

In the management of individual school systems there must be authority somewhere and by common consent this is placed with the school board. It is this unit of authority that differs so widely in different sections.



R. L. YEAGER,
President of the Kansas City (Mo.) School Board.

Boards are appointive or elective, numerically large or small, dominated by politicians, or non-partisan, as the people prefer. Opinion makes opinion and power in this is with the people.

What seems an ideal school board for a city of 200,000 inhabitants or less, is that of Kansas City, Mo. It was organized August 1, 1867, composed of six directors, three of whom were officers.

The six men composing this board were foremost citizens, men of good family, culture and business integrity, desirous of the welfare of the schools, aloof from political aspirations, above using their trust for personal profit. For thirty years these characteristics have marked the twenty-seven men who have served on this board.

In the year 1875 the board became non-partisan, or, what amounts to the same thing, bi-partisan, and so it has continued for twenty-six years, by the voice of the people. In a recent address delivered by the president of our board, R. L. Yeager, before the National Educational Convention held in Buffalo, he says on this point:

"I have witnessed the struggle between the partisan and the non-partisan, when last April the partisan was nominated by the two dominant parties, and the non-partisan ran independent, and when the people spoke, 10,816 said non-partisan and 7,924 said partisan board. It was a battle royal, but the people triumphed."

The board is elective. Two members are elected biennially for a term of six years. They are chosen from the whole city and the small ward politician is shut out.

The Kansas City board meets the first and third Thursday of each month. The manner of conducting

business is very informal. There has never been a set speech made by a member of the board. While there are a few standing committees, the business is for the most part, transacted by the board as a whole, and, as a rule, publicly. Only such personal matters as qualifications, etc., of teachers are transacted in executive session. Quoting from the address previously referred to:

"It is with genuine pleasure that I can say that the records of our board will show that we have always been unanimous in the transaction of business. We differ, of course, in what is for the best in the discussion of the question. If it is developed that a majority is in favor of a certain course, the formal vote will show unanimous unless this discussion discloses that the minority are bitterly opposed to the proposition, from principle, and not a mere whim, when in that event the matter is just as unanimously dropped."

It is no less advantageous than remarkable that during a period of twenty-nine years but four men have acted as presidents of this board, six as secretaries, four as treasurers.

The law gives the board the option of appointing a secretary and a treasurer outside their body. In 1891, W. E. Benson was appointed secretary, and in 1894, E. F. Swinney was appointed treasurer. This was made necessary by the enormous business of the schools.

The present members of the board are Hon. R. L. Yeager, president; J. V. C. Karnes, vice-president; Joseph L. Norman, John Crawford James, Frank A. Faxon, and J. Scott Harrison.

Robert Yeager has been president for more than fourteen years and the schools owe their excellence to the untiring devotion to their welfare of this man whose fidelity is best expressed in his own words:

"What a trust is in our keeping! No wonder that the honest, earnest, and true school board trembles when it realizes the responsibility resting upon it. The welfare of our country is in our keeping to a large extent. It is our duty to see to it that the highest citizenship and love of our country is instilled in the youth of our land, for, I believe with all my heart that of all the means of defense, the public schools stand in the very front rank. Yes, the common schools are destined to be, if they are not already, 'the sheet anchor of safety for our country.'"

Kansas City, Mo.

JOSEPHINE HEERMANS.

Extracts from Chicago News Letters.

THE SCHOOL BOARD.

Mr. D. R. Cameron is no longer president of the Chicago board of education. His successor is Mr. E. G. Halle, who acted as vice president last year and filled the chairman's place during



D. R. CAMERON,
Out-going President of Chicago Board of Education.

a somewhat prolonged absence of the latter. Mr. Cameron publicly thanked him "for his unswerving attention to the great in-

terests involved in questions of the first importance," and added that "for his fine sense of justice," his thoughtfulness, wisdom, and oftentimes unflinching courage, he has earned the gratitude of this board and the citizens of Chicago as well." The farewell address of the outgoing president, by the way, was an excellent one, full of sound thought and clear utterance on the duties and qualifications of boards of education and school trustees in general. It deserves a prominent place in THE SCHOOL JOURNAL where all ambitious and conscientious members of school committees can read it.

[The address of Mr. Cameron is printed in part on page —ED.]

At the conclusion of his address Mr. Cameron placed the gavel in the hands of Mr. Errant and from the floor nominated Mr. E. G. Halle as his successor. Mr. Halle was elected unanimously. Mr. Cameron, the readers of THE JOURNAL will remember, was also vice-president of the department of school administration of the N. E. A.

INSTITUTE WEEK.

The Chicago schools open Tuesday, September 8, as Monday is observed as Labor day.

The week preceding the opening of schools is devoted to institute work. This is the first work of the kind ever done in Chicago. Though attendance is voluntary, it is expected to be large, as many teachers have already subscribed to the institute fund. The following programs show the scope and character of the work:

Institute at the Forestville School Building.

August 31. September 4.

WILLIAM JAMES, Harvard University, PSYCHOLOGY, five lectures.
J. ROSE COLBY, Illinois State Normal University, STUDY OF DRAMATIC STRUCTURE, using *Lea*, *Coriolanus*, *Julius Caesar*, *Macbeth*, *Othello*, and *Hamlet* for reference. LITERATURE FOR BOYS AND GIRLS, one lecture.

M. E. LEWIS, Chicago, ONE STUDY OF BROWNING AS A DRAMATIC POET. Illustration: *Luria*, drama; *Clive*, dramatic idyll; *The Flower's Name*, dramatic lyric; *Instans Tyrannis*, dramatic picture.

BRADLEY MOORE DAVIS, University of Chicago, STUDY OF THE POTENTIALITIES OF PLANTS, with special reference to the results, worked out by the modifying action of their environment.

EVA D. KELLOGG, Primary Education, NATURE STUDY, one lecture.
O. BLACKMAN, Chicago Public Schools, STUDY OF SELECTIONS FROM THE CODA.

FRANK W. STAHL, Taylor School, Chicago, STUDY OF THE HISTORIC MOVEMENT OF OUR COUNTRY.

ELIZABETH SMITH, Douglas School, Chicago, STUDY OF METHOD IN GEOGRAPHY.

WALTER J. HARROWER, Springer School, Chicago, ONE STUDY OF FRACTIONS AND THE RELATIONS OF QUANTITY.

CLARA M. NEWBECKER, Forestville School, Chicago, STUDY OF THE POSSIBILITIES OF THE FIRST TWO YEARS IN MATHEMATICS. Experiments and illustrations, with three classes of children: 1, those having their first lesson; 2, those having finished a year's work; 3, those having finished two years' work.

ELLA F. YOUNG, Chicago Public Schools, —THE SCHOOL, three lectures.

TIME	ROOM	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
8:30	Hall.	Singing. (Blackman.)	Singing. (Blackman.)	Singing. (Blackman.)	Singing. (Blackman.)	Singing. (Blackman.)
9:00	Hall.	Reactions, Impulses, Instincts. (James.)	Association. (James.)	Attention. (James.)	Memory. (James.)	Will. (James.)
10:00	1.	Function of First Acts. (Colby.)	Browning as a Dramatic Poet. (Lewis.)	Creation of Dramatic Interest. (Colby.)	Treatment of Time. (Colby.)	Dramatic Irony. (Colby.)
10:00	2.	Discovery, Settlement, Colonial Wars. (Stahl.)	Revolutionary Period. (Stahl.)	1789 to 1830. (Stahl.)	1830 to the Civil War. (Stahl.)	The Civil War and Reconstruction. (Stahl.)
10:00	3.	Potentialities of Plants. (Davis.)	The Struggle for Existence. (Davis.)	Artificial Selection. (Davis.)	Natural Selection. (Davis.)	The Problem of Heredity. (Davis.)
10:00	4.	Numerical Relations. (Harrower.)	Physical Features of the Earth. (Smith.)	River Basins. (Smith.)	Development of Continents. (Smith.)	Industries and Commerce. (Smith.)
10:00	5.	First Steps in Numbers. (Newbecker.)	A Year's Work. (Newbecker.)	In the Second Year. (Newbecker.)	At the End of the 2nd Year. (Newbecker.)	Suggestive Variations. (Newbecker.)
11:00	Hall.	Nature Study. (Kellogg.)	Literature for Boys and Girls. (Colby.)	Self-Expression for the Child. (Young.)	Freedom for the Teacher. (Young.)	Ethics in the School. (Young.)

You are requested not to change from one room to another during the 10 o'clock study-exercises.

One great object in holding an institute for five consecutive days, is to secure continuity of thought on the subjects to which we give attention. I therefore make the following suggestions:

1. That no person change from one room to another during the 10 o'clock study exercise. Courtesy to the leaders of those exercises might be given as an additional reason for this suggestion.

2. Probably, principals will wish to attend a study-exercise in a different subject each day, so as to note the general trend of the work presented for the coming year. Though no limitations are laid down for any person, yet I advise each assistant teacher to decide upon one of the 10 o'clock study-exercises and then to devote the entire week to it.

These study-exercises are not graded though, generally speaking, most teachers will be interested somewhat in this order:

GRADE.	SUBJECT.
Eighth,	Literature.
Seventh and New Eighth,	U. S. History.
Fourth, Fifth, and Sixth,	Geography.

Fifth and Sixth, Fractions.
First, Second, Third, Fourth, and Fifth, Plants.
First and Second, Mathematics.

Mr. Blackman's exercises will be devoted to singing, not to the theory of music. Course tickets are ready for distribution.

ELLA F. YOUNG,
Assistant Superintendent.

Institute in District 2.

TIME	ROOM	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
8:30	H. S. Hall.	Singing.	Singing.	Singing.	Singing.	Singing.
9:00	H. S. Hall.	The Development of One's Literary Taste. McClintock.	Stories in Literature and Life. McClintock.	Novels—The Realistic and those of Fiction. McClintock.	Macbeth—The Natural History of a Sin. McClintock.	Modern Popular Poetry. Readings from Burns and Riley. McClintock.
10:00	H. S. No. 4.	Why should History be taught in schools? Hinsdale.	The Choice of Facts. Hinsdale.	The Organization of Facts. Hinsdale.	Geography and History. Hinsdale.	Helps. Hinsdale.
10:00	H. S. Hall.	Geography. King.	Geography. King.	Geography. King.	Geography. King.	Geography. King.
10:00	Marquette Hall.	Numbers. Tarr.	Numbers. Tarr.	Nature Study. Shaver.	Nature Study. Shaver.	Hygiene. Ford.
11:00	H. S. Hall.	Psychology. Col. Parker.	Psychology. Col. Parker.	Psychology. Col. Parker.	Psychology. Col. Parker.	Psychology. Col. Parker.

Institute under direction of Assistant Supt. Alfred Kirke.

	SUP'T THOS. M. BALL- IETT AT 9 O'CLOCK A. M.	PROF. M. V. O'SHEA AT 10 O'CLOCK A. M.	PROF. W. S. JACKMAN AT 11 O'CLOCK A. M.
MONDAY	Education and Environment.	Child Study—The Laws of Habit.	Life Conditions—Syllabus, Lessons x and xi.
TUESDAY	Thought Studies and Language Studies.	Child Study—Interest and Attention.	Life Conditions—Syllabus, Lessons xii and xiii.
WED'SDAY	The Psychology of Language.	Child Study—Defects in School Children.	Problems in the Study of Life—Syllabus, Lessons ii, v and vii.
THURSDAY	The Psychology of Language.	Child Study—Brain Fatigue and Adolescence.	The Nature of Substances Found in the Living Thing—Syllabus, Lessons vi, viii and iv.
FRIDAY	The Psychology of Reading.	Child Study—Children's Interest and their Expression Through Drawing.	Relations of Nature Study to Other Subjects—Syllabus. Various Queries Following Each Lesson.

BETTER THINGS AHEAD.

Interest in the study of education is growing encouragingly. Still there are as yet comparatively few among the teaching force who think seriously to find some more logical basis for their work. Details of method are now being more largely left to the individual teacher. Psychology is studied by more teachers than ever before and child study has also many devotees. Although the unsystematized search for better things at times leads to extravaganzas and ridiculous work, yet it helps to give the personality of the child more prominence and to emancipate him, more than ever before in Chicago, from the traditional routinism and unpsychological methods which have been handed down heretofore with as much reverence as though they were of divine origin.

A "CONSERVATIVE" PRINCIPAL DISMISSED.

During vacation the Chicago educational circles have had a sensation in the discharge "for cause" of one of the oldest and most conservative of the principals, Mr. Williams, of the Marquette school. His school has been one of the largest in the city and has been considered by the lovers of "method" as one of the bright examples of what following a cast-iron course could do. He has long been sufficient unto himself, admired by many and envied by more. He is succeeded by Professor Rockwood of the West Division high school.

Indianapolis Leads.

By a happy conjunction of circumstances, the school board of the city of Indianapolis has been enabled to inaugurate a new and important pedagogical experiment, which promises to yield invaluable returns in increased knowledge and power on the part of its teachers.

Under this plan, which has now been in operation for two years, a limited number of teachers in the Indianapolis schools are given leave of absence for a year or less, and are sent, at the expense of the school board, to pursue their pedagogical studies, either in this country or in Europe. The means for the carrying out of this plan is derived from the income of a bequest which came into the possession of the school board eighteen years ago.

The testator, Thomas Didymus Gregg, who thus made the schools of Indianapolis his beneficiary, was a native of the Green Mountain state. In his young manhood, however, he found his way to the capital city of Indiana, which was then, in the early fifties, a thriving village. He established a private school which was patronized by the best people of the town, and among his pupils, were some who have since been potent influences in the educational life of Indianapolis. He was admitted to the familiar friendship of his most intelligent patrons who delighted in the fireside companionship of this refined, scholarly gentleman.

After a time, however, Mr. Gregg exchanged the teacher's desk for that of the business man, engaging in the insurance and real estate business.

A few years later, he removed to the town of Adel, Iowa, where he continued in business, and made several investments in real estate.

After the close of the civil war, his health failing, Mr. Gregg returned to the East, and died in Virginia, December 17, 1876.

Upon opening his will, it was found that he had bequeathed the bulk of his property, amounting to about \$25,000, to the city of Indianapolis, "for the benefit of its common schools."

A suit to contest the will was brought by some heirs in Virginia; but a compromise was effected by which the city of Indianapolis received two farms in Iowa, and some lots in the town of Adel, all together amounting in value to about \$10,000.

By the terms of the will, the use to which the bequest should be applied was left entirely to the discretion of the school board; the sole condition being that only the interest of the property should be expended.

Since the sum that could then be annually realized was very small, it was decided to put the management of the property into the hands of a trustee to be appointed by the city council. Mr. George Merritt, of Indianapolis, was chosen for that responsible duty, and so well has he executed his trust that the value of the bequest has now risen to \$22,000.

Knowing that the efficiency of the schools depends chiefly upon the quality of the teachers, it has always been the policy of the superintendents of the Indianapolis schools to do everything possible to promote the advancement of their teachers, and to lead them to keep in touch with progress in educational methods.

With this view, and at their suggestion, the school board decided, in 1894, to apply the annual income from the Gregg bequest to providing scholarships for teachers, in order to give them opportunities of studying the science of teaching in the very best schools of pedagogy.

The plan adopted provides that the president of the school board, the superintendent and the assistant superintendent of schools, and the principal of the city normal training school shall constitute a committee to select the teachers to whom the privileges of the Gregg scholarship fund shall be offered, and to plan the course of study that they shall pursue.

No teacher over forty years of age is eligible. Those who accept the scholarships receive half their regular salary, during their absence, and obligate themselves to teach, at least, five years thereafter, in the city schools of Indianapolis. The annual income is now \$1,400, which is divided between two annual scholarships.

In 1894 and 1895, one teacher, Miss Lydia Blach, was sent to

the world-renowned Herbartian practice school, at Jena, Germany, under the direction of Herr Prof. Rein. The second scholarship was given to Mrs. Ida M. Stickney, who divided the year between Chicago and Boston, studying kindergartening and sloyd work.

1895 and 1896, the foreign scholarship was accepted by Miss Anna Brockhausen, who has studied a part of the year with the Frau Schrader the well-known trainer of kindergartners at Berlin, and the remainder of the time with Prof. Rein, at Jena.

The second scholarship was divided: Miss Prudence Lewis studying the first half of the year at Chicago university; and Miss Georgia Alexander, spending the last half of the year at the Indiana state university at Bloomington.

During the present summer, the committee adopted a new plan, that of dividing one of the scholarships for 1896 and 1897, and sending several teachers to summer schools for special work.

Two have been sent to the Harvard college summer school to study physiography under Prof. Davis; two others to Chicago university to pursue the same subject with Prof. Salisbury; and two have attended the summer term of the Chicago and Cook county normal school under the direction of Col. Parker. The sum allowed, in each case, has been determined by the necessary expenses.

Thus the influence of one quiet, retiring life is perpetuating and renewing itself in multiplying the power and broadening the view of many teachers. Better than monument of stone is this of an ever-widening influence over the lives of countless children.

Indianapolis, Ind., Aug. 1896.

LOIS G. HUFFORD.

The Brooklyn Truant School.

At the beginning of every school year the question what to do with truants comes up, and becomes more important as the year advances. The truant school which is acknowledged to be the most successful and the best conducted is in the city of Brooklyn. A description of this institution cannot fail to be particularly interesting at this time to superintendents, school boards, and all others interested in education.

The institution is nearly forty years old, and while it was known as the Truant Home it served also as a reform school, the younger criminals being confined there. This was a grave mistake, for boys who were guilty of no worse misdemeanor than playing "hookey" were associated with those who had committed crimes, and consequently were demoralized. The period of detention was limited to fourteen weeks, too short a time to cure the habit of truancy.

By the Compulsory Education law of 1894 the city of Brooklyn was obliged to provide a place where truants could be kept and at the same time put under proper moral and educational influences. By act of legislature the Truant Home was transferred from the control of the common council to the board of education. The board took active charge of the institution last October, and Mr. George W. French, formerly principal of Public School No. 66, was chosen as principal.

The improvement in building and the management of the school may best be described by a quotation from Supt. Maxwell's last report:

"The committee on attendance have, since October last, labored assiduously to make the truant school a reformatory in the best sense of the word. They found the building in a neglected and filthy condition; the dormitories without ventilation except by the windows, and with sleeping accommodations specially designed to promote discomfort; the bathing facilities not only deficient but bad of their kind; sewerage in a horrible condition; dining-room cold, damp, and cheerless; the school room devoid of everything required for effective school work; the food given to the boys of a miserable kind, while the table of the superintendent and servants was loaded with luxuries, and the discipline harsh and cruel. To get rid of all these abuses requires time, discretion and expenditure of a considerable amount of money. Much has already been accomplished. The buildings have been thoroughly cleansed. The sanitary conditions have been improved, though they cannot be perfected until connection is made with the city sewer system, which will in a few weeks from the present writing be extended to the neighborhood. The dormitories have been

provided with effective ventilating apparatus. The school-rooms have been furnished with proper books and teaching apparatus and the teaching force has been changed. A temporary hospital, in which cases of sickness may be isolated, has been constructed. In all of this work the committee has been ably seconded by the principal and matron, Mr. and Mrs. George W. French, whom it appointed, and who are proving themselves worthy of the trust."

The board of education has voted to enlarge the building so that it can accommodate at least 200 boys. If it could accommodate 500 it would no more than meet the demands for a truant school in Brooklyn. As it is only the most persistent truants can be put under restraint.

During the year, 118 boys in all have been in the school, their ages ranging from eight to sixteen. Most of the boys are bright looking, and very few faces show criminal tendencies. Nearly every boy has been placed in the school by the consent of his parents, however, they can be committed by a magistrate in case the parents' consent is refused.

Principal French keeps a record of each new arrival; his weight, age, the color of the hair and eyes are carefully entered.

Boys are permitted to wear their own clothing if it is in good condition; if not the uniform of the school must be adopted. This consists of coat and trousers, of dark, heavy cloth, a navy blue shirt, white cotton stockings, heavy shoes, and a gray felt hat.

The program for the day is as follows:

Boys must rise at 6. An hour is allowed for bathing, dressing, and play in the big yard, after which comes breakfast. The food is plain, but wholesome, and it is abundant. Then follows making beds, military drill, and physical exercises.

School begins at 9.30, and continues till 12.30 when the teachers go to dinner. The boys have dinner at 1. Work begins again at 2 and continues with a short recess till 5.

Pupils are taught to mend their clothing and darn their stockings, and each boy is obliged to make his own bed. They also make table mats, and other small articles in their spare time.

Naturally the question of discipline is an important one. Corporal punishment is allowed in the Brooklyn schools, and occasionally the principal of the reform school is forced to resort to it. The usual punishment, and one which is found very effective, is a diet of bread and water. Some of the boys who persist in cutting their shoe laces and tearing buttons from their clothing have been cured by being compelled to wear white laces in their shoes, while their garments have been sewed together with coarse cotton twine.

As these boys would run away from school at the first opportunity it is necessary to keep them under restraint. The windows of the building are barred, the play yard is surrounded by a board fence fifteen feet high, and the doors of the school are kept locked. One boy made his escape from the window of a wash-room, but was captured a week later and returned to school. Last fall several boys nearly effected their escape by digging under the fence; but they were discovered just in time.

Believing that Satan finds mischief for idle hands the principal is careful to keep his boys busy. A system of military drill was introduced last fall with excellent results. This is in charge of Mr. George Boyce, formerly first sergeant of marines in the navy yard. Sergeant Boyce believes in the moral as well as the physical effect of the drill. An hour and a half each morning is given to this exercise.

Industrial training is required by law in these institutions. Miss Lillian Burdon has charge of this branch of work. Each pupil's desk holds a tray with knife, saw, etc., and simple articles are cut from wood, after drawings made by the pupils.

Singing is a feature of the work in the school. This branch is also in charge of Miss Burdon. The boys sing with much spirit and enjoyment, and as well as average public school boys of their age. Whistling is a favorite amusement and they particularly enjoy a "cuckoo song," in which one whistling and three singing soloists take part, the whole school singing and whistling the chorus.

The regular teachers are Mrs. Jennie M. Chase and Joseph M. Sheehan. They work much harder than public school teachers, as their hours are longer and their pupils more backward. Mrs.

French is the matron, and no small share of the success of the school is due to her.

"All work and no play makes Jack a dull boy," and Mr. French is careful that his boys shall have plenty of recreation, all the time from five to eight each day being given to play. Outdoor games are popular. Once each month a concert or other entertainment is given. On the first Sunday in each month their parents are allowed to visit them.

There is great need of another building to contain dining-room, kitchen, lavatories, and dormitories. In that case the rooms used as dormitories at present could be used as school-room, work-shops, gymnasium, and drill room. It is quite probable that considerable revenue could be derived from the school if sufficient accommodations were provided as there is a law permitting cities which do not have a truant school to board their truant pupils in places that have schools. Already applications for board for truants have been received from smaller cities.

While the school is still in a formative stage its managers believe that it has already made a success. Nearly seventy boys have been discharged on probation during the year. Only three have been sent back. As the law provides that pupils cannot be confined after the close of the official school year the boys all were discharged the last day of July. Many of them promised the superintendent that they would never play truant again. Some of the pupils cried when they said good-bye to Mr. and Mrs. French.

In his last report Supt. Maxwell gives his opinion of the work of the year as follows:

"Those who have been feeling their way to the right management of this institution have often tried their experiments with fear and trembling for the result. They are not without evidence, however, that their experiments have been reasonably successful. Since February of the present year about twenty boys have been conditionally released; that is, because of apparent reformation they have been permitted to return to their day schools as long as their attendance is regular and their deportment good. So far, I am happy to say, there has not been a single case of backsliding. Miss Augusta Beck, principal of No. 88, says of one boy: 'Since his return to us he has been a satisfactory member of our school.' Principal Harding of No. 83 says of another boy: '— was a bad boy, a bad truant, and not diligent in his work. . . . I want to say that I regard the influence exerted over the boys at the truant school as the very best. — has assumed an erect carriage—the result of the military training he received; his manner is more respectful, while before he went there it was sullen.' Principal Stebbins of No. 77 says of another boy whose record has been very bad: 'His record of scholarship and deportment is good for the time that he has been in attendance here.' Principal Murphy of No. 30 speaks of another boy as being 'regular in his attendance, well-behaved, and studious' since his return. Principal Dunkley of No. 16 says of still another boy: 'I take great pleasure in stating that his record with us is excellent.' He is regular and punctual in attendance, studious in his habits, and in his deportment beyond reproach.' If the truant school does for all the boys committed to it what it has done for those above mentioned, its influence, both reformatory and deterrent, will be most beneficent."

Prin. French has been in school work all his life. He is a native of New Hampshire, and in 1865 came to take charge of a school in So. Orange, N. J. He afterwards conducted a commercial school in Brooklyn for fifteen years. Since 1881 he has been principal of schools in Brooklyn. He has an unusual influence over boys, and is especially adapted for the very important position which he holds.

Pay of Chicago Principals.

CHICAGO.—A new method of grouping schools and paying principals has been adopted, the grammar schools being divided into five and the primary into four groups.

The principals in the first group of grammar schools, in which there are seventy-five schools, will be paid \$2,000 for the first year, with a yearly increase of \$100 till \$2,500 is reached. In the second group, comprising thirty-seven schools, principals receive \$1,700 per year, with an annual increase of \$100 till \$2,200 is reached. Principals in the third group are paid \$1,500 with an annual increase of \$100 till \$2,000 is reached. Fourth group principals receive \$1,250 and more each year till the salary reaches \$1,500. In the fifth group the principals will be paid \$1,100 and more till \$1,200 is reached.

In the first group of primary schools the principals will be paid \$1,700 and \$1,800 for the second and following years. Second group principals will receive \$1,400 the first year, \$1,450 the second, \$1,500 for the third, and \$1,600 for the fourth and subsequent years. In the third group \$1,250 will be paid the principals the first year, \$1,350 the second, and \$1,400 for the third and subsequent years. Fourth group principals will receive \$1,050 the first year, \$1,100 the second, and \$1,200 for the third and subsequent years.

Vacation Schools.

Success in New York City.

Under the auspices of the association for improving the condition of the poor the vacation schools of New York city have attained an eminence, and been such a pronounced success, that they command the attention of every thoughtful and up-to-date educator in the United States. These schools were first opened in 1894; the aggregate attendance for the session (six weeks) was 28,000. The cost, per day, for each child was but eleven and a half cents. The New York public, in response to an appeal from the association, donated \$3,371.50; of this \$3,276.85 was expended. The board of education kindly allowed the use of three public school buildings in which the sessions were held.

In 1895 six public school buildings were found necessary to accommodate the children applying for admission. The aggregate attendance for this term was 104,000—;6,000 more than the year previous; the average daily attendance was nearly four times as large as in 1894. The daily cost per pupil was also reduced from eleven and a half cents per day in 1894 to five and a half cents per day in 1895. The generous New York public donated this year (through the association for improving the condition of the poor), the large amount of \$5,583.40; the expense of this session was \$5,775.96. The aggregate attendance for this year (1895) showed an increase over last year of from 6,000 to 8,000—the number reaching fully 110,000. Six public schools were again in use. Several thousand children were turned away for lack of accommodation. Some idea of the number applying for admission to the schools may be gained from the fact that 6,000 children were registered the first day the schools opened. The daily cost per pupil averaged about five cents. These vacation schools are free in every sense of the word; not one cent is asked of the children. No text-books are used. Instruction is given in those branches so much needed by the children of the laboring classes—kindergarten work, sewing, tailoring, cobbling, carpentering, clay modeling, singing, drawing, designing, composition, penmanship, etc., and the work done is simply marvelous. It is also practical, and thoroughly healthful, both to the bodies and minds of these children.

None but first-class teachers are employed. The exercises are always opened with a march, followed by singing. School hours are from nine until twelve. Age of pupils range from five to fifteen years. The cost of each school, per term, will average about \$1,000.

Hundreds of instances could be given, showing the popularity of these schools among those for whom they are intended—but we can give but a few that certainly will prove instructive, if not interesting. The writer saw a little girl showing a vacation school ticket to her companions, and by her pleased manner, and the really envious looks of her companions who had been unable to secure a ticket, one would suppose this little child had received a ticket to go on a grand excursion rather than a ticket to go to school. In another home, visited by the writer, both father and mother asked for vacation school tickets for their children, both parents uniting in saying, "Anything to get the children off the streets! Anything to give them a chance to learn something!" Owing to the crowded condition of the schools, seating capacity was at a premium; and yet many of the children would take turns in standing during a portion of the exercises in order to give their less fortunate companions a chance to sit down.

There is not a city in the land that cannot follow New York's vacation school idea with profit. It not only keeps the children off the streets and out of bad company, to say nothing of saving innumerable accidents, but it gives to them an insight into another phase of school life that not only interests them, but leads them into those heretofore untrodden paths, which all thoughtful teachers of the young know so well may be of incalculable value to these children in after life.

GEORGE C. BENNETT.

New York, August 26, 1896.

The Philadelphia Plan.

PHILADELPHIA, PA.—The vacation school for children has come to stay. Eleven school-yards in various sections of the city have been turned into playgrounds, twenty-two kindergartners were engaged for a month each, during July and August, and sand and toys were provided in abundance.

About three hundred children were in attendance at the Beck school. The first thing on the daily program is a "washing lesson," which is superintended by six of the largest boys. The teacher insists that soap and water must come before fun. After all the faces and hands have been scrubbed the teacher starts the singing. This is greatly enjoyed by the children, and one little girl was known to forego the pleasures of a picnic in order to attend the "singing."

After a pretty morning talk toys are distributed, and the children drift into groups. Football was a game much in favor till the ball was damaged by vigorous kicking, and the "Beck team" were forced to play a more quiet game till a new ball was provided.

Ring toss is a popular game, and one in which all the children can join, even down to the "tots." Bean bags are always in demand, and the jumping rope never loses its charm. And there is the sand pile, which is never deserted. Such infinite possibilities are in this sand heap that one boy can build a fort at the same time his neighbor builds a well. They bury one another under it, plant gardens, and do a dozen other delightful things.



The kindergartner's influence is felt in every part of the playground. This child must be kept from bullying another, that one is too shy and must be encouraged. She must be umpire, peacemaker, playmate, and teacher. Besides all this she gathers the smallest children around her and leads in the familiar ring games of the kindergarten. These are highly appreciated by the little ones, and older people who come to look on find much amusement in them.

In one school-yard on the first day of the vacation school the teacher led off in a game which made it necessary for her to fly, or come as near to it as a kindergartner can. She flapped her arms in imitation of wings, followed by her pupils flapping their arms. Outside the fence the spectators stood three deep. Evidently the function of play in education was not clear to all of them, for one outsider called to another to "hurry up and see this woman make a fool of herself." Shade of Froebel!

Notwithstanding this severe criticism, the summer schools are highly appreciated. The mothers sit in corners of the school-yard looking on, and no doubt wondering how the teacher can "get along" with the children. It is a constant object lesson in real motherliness to see the kindergartner's treatment of her pupils. No child is too forlorn to fail to come under the teacher's petting and kind words.

And the opening of the school-yards cannot fail to have a good effect on the health of children in the crowded districts. It is usually cool in the school-yard, it is neatly kept, and a great improvement on the close, unsavory courts and alleys. The vacation school has a place of its own.

Beginning Made at Chicago.

CHICAGO, ILL.—An experiment made this summer at the Joseph Medill school has proved beyond a doubt that the vacation school is a welcome idea to children and parents who live in the thickly settled districts. The big, cool building has been a haven of rest during the hot summer days.

The credit of the idea is due to the Civic Federation, whose members determined to open a school where manual training, nature study, sewing, drawing, gymnastics, and music should be taught, a school which should be "a place of educative leisure, rather than hard work."

It was decided to admit but 300 pupils, as there were only eight teachers. On the second day there were at least 1,000 children at the school-house. Mr. Smedley, the principal, cut 1,000 slips of paper, and after marking numbers upon a couple of hundred, mixed them up, and allowed the children to draw lots. The unlucky children who drew blank papers begged to be allowed to enter, giving all sorts of reasons why they wished to attend school, some funny, some pathetic. Parents came and begged that their children might be taken in. Over 1,000 children were turned away in a single day.

The children learn no lessons. Literature is taught by means of a story, the pupils repeating it to the teacher. These stories are illustrated by objects. The adventures of Robinson Crusoe are portrayed by means of a tray of sand, sea shells, and dolls to represent Robinson and his man Friday. The children "make up" adventures which might happen on the sand island.

There are classes in clay modeling, manual training, drawing, music, calisthenics, and sewing. Strange to say, in the sewing class the number of boys equal that of the girls, and their work is quite as skilful.

The children are taught to draw flowers and trees, and are told how and where they grow. Hills and fields appear on the blackboard, and are described, so that the children may be prepared for the weekly excursion.

In the modeling room might be seen an array of clay tomatoes, carrots, bananas, all the work of the children. One day when the models were apples, the instructor returned to the room after a brief absence, to find that the models had disappeared down the "red lanes." The temptation had been too strong for the children to resist.

The kindergarten numbered fifty, some of the children being mere babies. One little girl is a deaf mute. She imitates the other children, and seems to enjoy the fun quite as well as they.

The plan for the vacation school, included a weekly excursion into the country. But there were no funds till the *Chicago Record* generously offered to defray the expenses. Before the first excursion Principal Smedley wrote on the blackboard the following questions:

Were you ever in the woods? Did you ever see the lake? Did you ever pick a flower? Were you ever in a park? Did you

ever ride in a wagon behind horses? Did you ever ride in a car on the railroad? Did you ever see a cow?

From the answers it was found that only five out of thirty-five pupils had ever been in the woods. Nineteen had never seen Lake Michigan, eight had never picked a flower, three had never been in a park, eight had never been in a railroad car, nine had never ridden behind horses, and two had never seen a cow, while none had ever seen the animal grazing in the fields.

The work on Monday and Tuesday of each week was planned to prepare the children for what they would see on the Wednesday excursions. A new place was visited every week in order to give as much variety of scenery as possible.

One of the most noticeable effects of the school is the improvement in the appearance of the pupils. Some of them had changed so much that the principal failed to recognize them.

A beginning has been made, and it is hoped that another year will see vacation schools in all the poorer quarters of the city.

Hull House Summer School.

Among the many successful plans for the benefit of young women the Hull House summer school must be included. Miss Jane Addams the originator of the Hull House is a graduate of Rockford seminary, and the trustees of the seminary (now become Rockford college) have placed the buildings and grounds at Miss Addams' disposal for five weeks each summer.

The summer school is self-supporting, that is, each student pays \$3 per week, which entitles her to all the privileges of the school. Besides this, she is expected to take charge of her own room and do housework one hour each day. An additional fee of 50 cents per week makes the pupil exempt from housework. This feature of the summer school is of itself an excellent thing for girls who know nothing of housework, as their comical mistakes attest. It should be added that while all self-supporting young women may attend the school, the preference is given to Hull House girls, in case there are too many applicants.

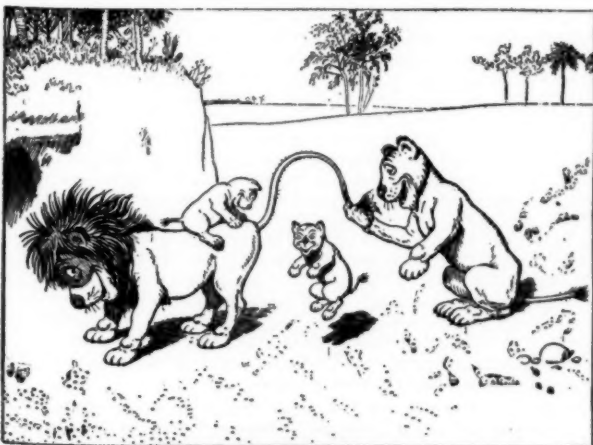
Strange to say, a portion of the faculty is composed of young society ladies from Chicago. Miss Addams invited them to come to Rockford at their own expense and teach these girls who were at the other end of the social scale. More teachers offered their services than were needed and the school has been a success.

The atmosphere of the school is most democratic. The millionaire's daughter sits "cheek by jowl" at table with a factory girl. All new comers are introduced, without reference to the difference in their stations in life. One course may be brought on by a saleswoman from a Chicago dry goods house, and the next by a Vassar graduate. I almost said it was a fine example of "plain living and high thinking," only the table is an excellent one.

The class work is conducted in a most informal manner. The teacher talks on the subject, whether it be "Birds," or "Brown-ing," or "Early Italian Art." Nothing by way of preparation is expected from the pupil. Some of the work, as that on birds, for instance, bears some relation to the work done at Hull House during the winter.

The nature work is in the charge of Mr. Ralph Blount, a biologist from one of the Chicago schools, and Mrs. Blount. While it is not possible to gain a thorough knowledge of any subject in so brief a time, still a great amount of information about birds and flowers is picked up, and, better yet, a habit of using the eyes to see how the beauties of nature is formed. By way of recreation there are "Talks" on "Modern Stories" and "Travel Talks," illustrated by photographs. There is a sketching class, and instruction in lawn tennis is furnished. Boating is another attraction.

Rockford college and grounds form an ideal place for a summer school. The grounds cover twenty acres, and include forest trees, old-fashioned flower gardens, and lawns. Certainly the Hull House settlement is to be congratulated on its summer work.



A HAPPY FAMILY
(By an artist of the *Fliegende Blätter*.)

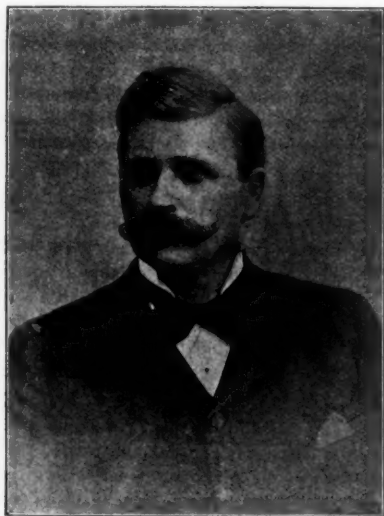
The National Summer School.

THE NATIONAL SUMMER SCHOOL held its twelfth annual session at Glens Falls with a larger attendance than ever before, the number registered exceeding five hundred.

The same general plan of work was followed as heretofore. Dr. Richard Boone, of the Ypsilanti normal school took Dr. White's place as lecturer on psychology and pedagogy. His success was remarkable. Not for years has any new instructor been so favorably received as was he. He was engaged for only two weeks, but his work was so profitable and the members of his classes so enthusiastic that he was retained throughout the session.

Miss Eggleston, who succeeded Miss Arnold in primary work was not less popular, but her other engagements prevented her from remaining the full session. This was much regretted by all who heard her.

It was the general verdict that Supervisor Metcalf, of Boston, never did so good work as this year. Supt. Aldrich, of Newton, gave fifteen lectures on reading and arithmetic, and gave the best of satisfaction as he always does. Regent Fitch gave a series of ten historical lectures that were admirably prepared and given in a most excellent manner. The great success of the session, in point of enthusiasm at least, was the historical excursions of Prof.



DR. RICHARD GAUSE BOONE,
President of Michigan State Normal School, at Ypsilanti.

Gordy illustrating the way in which history may be made real to children.

Mr. King's lectures on the teaching of geography were open only to the criticism that he gave too much,—more crowded into a lecture than the teachers could grasp. It is both a discouragement and a source of enthusiasm to see what Mr. King has worked out in his school in the teaching of geography. The work of Prof. Apgar needs to be seen. The enthusiasm that he arouses can not be expressed by words. The work of the academic departments was substantially the same as last year. It is a matter of great surprise that the class of Mr. Russell in school-made apparatus is not crowded. There are few of the science teachers in our public schools and academies who could not attend his classes with great profit. That they do not attend must be due to ignorance of the work he is doing.

The classes in vocal music were large and enthusiastic. It is doubtful if there is any one else in the country who could do this work at a summer school as well as it is done by Mr. E. W. Newton who has had this department the past two years.

Mr. Southwick was in Europe this year and his place was taken by Mrs. Southwick whose classes in elocution and the study of Shakespeare were very enthusiastic. She was assisted by Prof. Fred. Metcalf, who had the physical training. The drawing was by Miss Richardson, Miss Groome, and Mrs. Nye, the latter also having manual training.

One of the state institutes was held at Glens Falls at the same time as the national summer school. The attendance was about 350. The students were earnest and hard working. The staff of instructors was excellent and those who were at the outset prejudiced against such an institute were convinced that it had done a great amount of good, and good that could not have been done in any other way.

Glens Falls is an ideal place for a summer school. It is not a

summer resort, there are not the attractions of a summer resort to distract the attention of students, and at the same time the place and its surroundings are most attractive and the time spent there gives a very delightful summer outing as well as the advantages of a summer school.

N. Y. University Summer Session.

The second regular SUMMER SESSION OF NEW YORK UNIVERSITY came to an end Friday, August 14. The classes in experimental psychology, comparative study of national systems of education, began a week later on account of the N. E. A. convention at Buffalo, and closed August 21. All the courses lasted six weeks.

Last year there were twenty students. This year sixty were in attendance. Nearly all were either teachers or principals, the larger part coming from New York city or the immediate neighborhood, though Texas and Alabama were each represented by two students. The present residence accommodations of the university were taxed to the utmost, even though a number of the students lived at home, coming up every morning. Throughout the session there was the greatest enthusiasm over the beautiful location and the delightful surroundings. All agreed that University Heights is a most charming place in which to spend the summer. No one who has not seen it could believe that there was such a spot in New York city. Chas. Butler Residence Hall, named in honor of the president of the council of the university, was the social center. It is situated at the top of a wide lawn overlooking the Harlem river and the Palisades of the Hudson. From the verandah one catches glimpses of the Hudson itself across the upper end of Manhattan Island, while from the top of the building looking in the opposite direction one sees the sound and the hills of Long Island. The long stretches of foliage covering the rolling hills are only broken here and there by groups of houses. Being situated on top of the ridge between the Hudson and the sound there was seldom a moment when there was not a breeze on some side of the house even in that terrible second week of August.

The work outlined included a larger number of subjects than the first year. But it was still thought wise to limit the courses to those offered by members of the university faculty. The aim was to do as thorough work as possible, and to this end students were urged to devote all their time to one subject and most of them did so though the tuition fee was only \$25 regardless of the number of courses taken.

The largest number of students were enrolled in the class in experimental psychology, partly because this work was so closely connected with that of the School of Pedagogy. Prof. Bliss was assisted in this course by Dr. C. E. Seashore, of the Yale psychological laboratory. Next in order of numbers came the comparative study of national systems of education, then biology, chemistry, mathematics, German, Latin, and Semitic languages.

In all of these courses the instructors were more than satisfied with the work done. In some cases examinations were held and certificates of having finished the course were given.

The course in physical training proved very attractive. The ladies' gymnasium class met twice a week and the men's class three times a week. Tennis and base-ball received their share of attention.

Those from a distance spent Saturdays in visiting some of the points of interest in and around the city.

From every point of view the session was satisfactory, thus ensuring the permanence of this department of the university work. Substantially the same kind of work will be offered from year to year. And it is hoped that in this way the university can be of great assistance to large numbers of teachers who wish to go on with their studies, and at the same time not give up their regular work. The long vacations of this country make this possible and give the universities a splendid opportunity to raise the standard of teaching in the lower schools. No university is better located to do this service for a large number of teachers than New York university, and New York university is willing to do her share of this work.

Next year it is the intention of the committee to enlarge the work in several departments and to increase the number of courses. As in the first two sessions at least two courses will be given which will be connected with the work in the School of Pedagogy and can count toward a degree.

By another year the new Residence Hall of the university will be completed and will provide rooms for one hundred more students, making the grounds still more attractive and better adapted for this work. Circulars describing next year's courses will be prepared in the fall.

Harvard University Summer School.

The attendance at the HARVARD SUMMER SCHOOL was this year larger than it was last year. More than five hundred students were registered in the various courses in Cambridge and about a hundred more were registered in the courses in the Medical and Dental schools in Boston. The most notable increase in the number of students occurred in the courses in physiography and in the course in education and teaching. These courses numbered nine and twenty eight students respectively in 1895, and fifty-three and forty-one students respectively this year.

These numbers denote the number of students devoting themselves to these subjects alone during the entire session, in accordance with the general plan of work throughout the summer school. This plan is intensive study in single subjects for five or six weeks, according to the length of the course. Each course is accordingly intended to occupy the whole of a student's working time. Nevertheless some students were enrolled in two different courses. Such a practice is always discouraged by the instructors and by the committee in charge of the summer school, and, in particular, no concessions as regards fees are made to students who attempt to carry more than a single course.

Two new courses were offered this year, namely, a course in the history and theory of the fine arts, and a course in Latin for teachers. The attendance on both courses was satisfactory, and the number of students (twenty) in the course in Latin for teachers was especially gratifying.

The plan of the course in education and teaching differed but slightly from that given in 1895, and the exercises were in charge of the same instructors. The daily lectures were supplemented by two or three afternoon conferences each week on the subjects discussed in the lectures, and on the reading and discussion of reports on assigned reading by the students. More than half the students in this course were men; twenty-three were graduates having one or more academic degrees; seventeen were principals of elementary or secondary schools, or superintendents of schools. The work comprised a rapid survey of the history of education (ten lectures), a discussion of general principles of education and courses of study (ten lectures), psychology for teachers (eight lectures), three lectures on school hygiene, and three lectures on child study.

The evening lectures, open to all members of the summer school, proved to be of unusual interest this year, as was shown by the attendance. These lectures covered a considerable range of subjects and interests. None of the lectures were narrowly departmental although each lecturer dealt with a subject selected from his own field of work; the lectures thus served the purpose of enlarging the student's professional horizon by giving him an opportunity to know and appreciate something of the aims and work in other departments beside his own.

On the evening of July 31 a general meeting of all the summer school students was held as a summer school section of the Harvard Teachers' Association. This meeting proved to be one of the most interesting general features of the entire session of the summer school. The committee in charge of this meeting consisted of representatives from all the courses in the summer school, and this committee appointed a sub-committee to arrange the details of a program. The program of the meeting was as follows:

1. The Way to Improved Requirements for Admission to College, Prof. Albert Bushnell Hart, Harvard university.
2. The Teaching of English (ten minute papers): (a) The Position of

English in Secondary Schools and the Outline of a Program, Mr. Gilbert S. Blakely, Worcester academy, Worcester, Mass.
(b) English Composition: its relation to the Work in Literature, Miss Sarah E. Wright, Veltin school, New York city.
(c) The Causes of the Present Bad Spelling, Supt. Irving W. Horne, Braintree, Mass.

3. The Study of Physiography, Mr. Alex. E. Frye.

COMMITTEE IN CHARGE.

Prof. Paul H. Hanus, Harvard university, chairman.
Miss H. Anna Kennedy, Quincy, Mass., secretary.
Miss Alberta L. Beeman, St. Albans high school, St. Albans, Vt., representing the course in Elementary Physics.
Mr. Henry S. Carr, tutor in College of City of New York, representing the courses in Mathematics.
Mr. Rest F. Curtis, Hale school, Boston, representing the course in Education and Teaching.
Miss Emma F. Eames, high school, Bridgeport, Conn., representing the course in Geology.
Mr. H. E. Davis, University of North Dakota, representing the course in English A.
Mr. Chas. S. Foos, Boys' high school, Reading, Pa., representing the course in English B.
Mr. J. R. Hale, superintendent of schools, Bethany, Me., representing the course in Eighteenth Century Literature.
Miss Mary Hamer, high school, Taunton, Mass., representing the course in Latin for Teachers.
Mr. Francis R. Hathaway, Murdock school, Winchendon, Mass., representing the course in Elementary Physics.
Miss H. Anna Kennedy, supervisor of Elementary Science, Quincy, Mass., representing the course in Botany.
Miss E. G. Llewellyn, principal, Lynton Hall, Newburg-on-Hudson, representing the course in Methods in Geometry and Algebra.
Mr. Vernon F. Marsters, Indiana university, Bloomington, Ind., representing the course in Physiography.
Miss Lillias Page, private school, Boston, representing the course in Fine Arts.
Miss Virginia Reynolds, state normal school, Farmville, Va., representing the course in Physiology and Hygiene.
Mrs. M. J. T. Saunders, Randolph Macon Woman's College, Lynchburg, Va., representing the course in Advanced French.
Miss Emma F. Simmons, Wm. Penn Charter school, Philadelphia, Pa., representing the course in Elementary French.
Miss Josephine Simonton, Lincoln Grammar school, South Boston, representing the course in Physiography.
Miss Lucretia Smith, high school, New Bedford, Mass., representing the course in Eighteenth Century Literature.
Miss Clara M. Sutherland, high school, West Haven, Conn., representing the courses in Mathematics.
Mr. Ira W. Travell, high school, Plainfield, N. J., representing the course in Education and Teaching.
Miss Jamie Thomas, Collegiate institute, Toronto, Canada, representing the course in German.
Mr. Harry W. Pratt, Washington and Lee university, Va., representing the courses in Physical Training.
Mr. R. S. Holway, state normal school, San Jose, California, representing the courses in Chemistry.
Miss Christina MacConnel, high school, Portland, Oregon, representing the courses in Chemistry.
Mr. L. K. Allen, high school, Plainfield, N. J., representing the course in Advanced Physics.

SUB-COMMITTEE ON PROGRAM.

Prin. Ira W. Travell, Plainfield, N. J., chairman.
Mr. Rest F. Curtis, Boston, Mass.
Mr. Henry S. Carr, New York city.
Miss Mary Hamer, Taunton, Mass.
Mr. Francis R. Hathaway, Winchendon, Mass.
Mr. Vernon F. Marsters, Bloomington, Ind.
Miss Emma F. Eames, Bridgeport, Conn.

The libraries and laboratories of the university were in constant use during the entire session of the summer school. Especial use was made by many teachers of a text-book and reference-book library comprising about fifteen hundred volumes.



LABORATORY AND GYMNASIUM.—Hartwell, Richardson & Driver, Archs. Boston, Mass.

This library consists of exhibits of their publications made by leading publishing houses on the invitation of the university. Teachers, principals, and superintendents, were thus given an opportunity to study at their leisure a considerable number of the most recent text and reference books in all the departments of school work. The summer school closed on August 14.
Harvard University, August, 1896. PAUL H. HANUS.

Amherst Sauveur Summer School.

The AMHERST (Mass.) SUMMER SCHOOL and SAUVEUR COLLEGE OF LANGUAGES had a very successful session of six weeks, closing August 14. The attendance was fifty per cent. better than last year, reaching 204. Despite the extreme heat, which was felt even on Amherst hill, the school was marked by a spirit of downright earnest work, and the results were most satisfactory to teachers and students. Dr. W. J. Rolfe's course in English was well attended and highly appreciated. Mr. Fletcher's library economy class of thirty-six was one of the special features. As usual the interest of the school centered in the modern languages. Dr. Sauveur's work and that of his able coadjutors being fully up to that of previous years beyond which nothing could be asked. The Sauveur school has been held at several places in the twenty-two years of its history, but Amherst remains the favorite location, and it is hoped it may now be regarded as the permanent one.

Institute of Vocal Harmony.

The 13th session of the H. E. HOLT INSTITUTE OF VOCAL HARMONY, held in Lexington, Mass., closed with graduating exercises July 31. Nearly a hundred students attended the session, and among them special teachers of music in large cities and leading private educational institutions were noticeable.

Greater enthusiasm over the methods taught prevailed, than at any previous session, and for the following reasons, viz.,—that the principles set forth were seen at once to be founded on a true educational basis, and the splendid results to be gained by the application of them had been proven in the actual teaching done in the school-room by many of the students who had attended the school during former sessions. Save one interesting talk on "the child's voice and how it should be managed," by Prof. Frederic Howard, who visited the school, no lectures were given. The pupils were kept busy listening to Mr. Holt who addressed the entire school during two periods, each day on methods of presentation with illustrations by handling children of first and second year grades, and then in attending the normal classes for primary and grammar work the former under Miss Rose Carigan, Mr. Holt's assistant in the primary schools of Boston, and the grammar grade conducted by Miss Sara L. Dunning, of New York city, so well and favorably known by many of readers.

The graduates and post graduates received special instruction from Mr. Holt, and Prof. Leo Lewis, of Tufts college, instructed them in the art of conducting as gained by him from his study under the leading conductors in Europe.

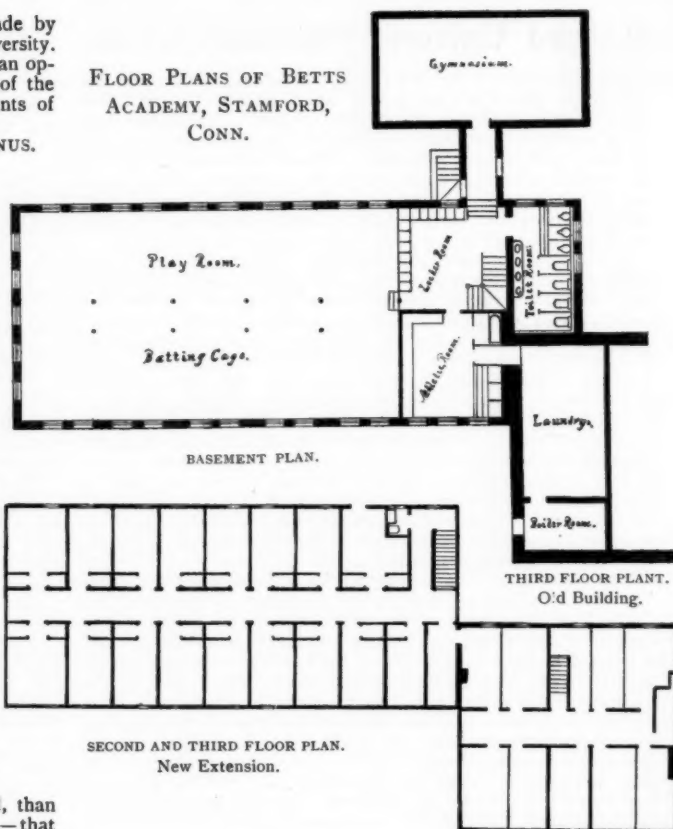
Prof. Alfred Hallam, of New York city, also music instructor in schools of Mt. Vernon, New York, was the choral conductor.

Under his magnetic and genial direction no class can do otherwise than sing, and a fine rendering of Gaul's Holy City was given at a special concert.

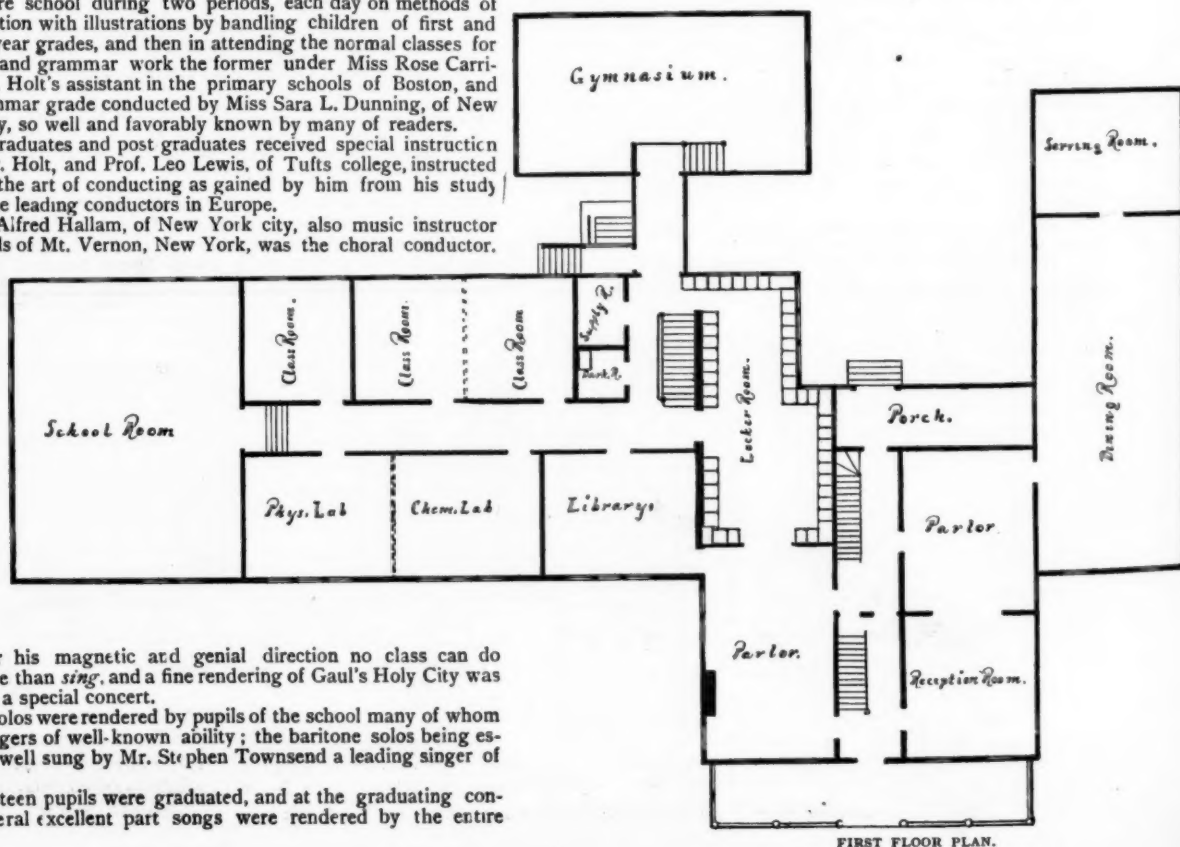
The solos were rendered by pupils of the school many of whom were singers of well-known ability; the baritone solos being especially well sung by Mr. Stephen Townsend a leading singer of Boston.

Seventeen pupils were graduated, and at the graduating concert several excellent part songs were rendered by the entire

FLOOR PLANS OF BETTS
ACADEMY, STAMFORD,
CONN.



school in connection with solos, duets, trios, etc., by the graduates. The school closed with hearty commendations from the pupils regarding its success, and the pleasure and profit derived from the three weeks, term and the hope of meeting not only next year but again and again in the historic old town of Lexington.



Association Homes.

A Teachers' Club House.

THE WOMEN TEACHERS' ASSOCIATION OF BUFFALO.

If there is a local teachers' association in this country outside of Buffalo, N. Y., which has its own club house *THE JOURNAL* is not informed of it. To be sure, from time to time, societies are heard from which are considering the desirability of a permanent home, but that is the end of it. Thus, the Schoolmasters' Club of New York city, for instance, started out with the intention of building a club house, but it seems the plan was dropped long ago.



CHAPTER HOUSE.

The women teachers of Buffalo, or at least a number of them, have set an example that is worth imitating. About four years ago it occurred to them to work for the acquisition of a club house, and in less than two years these plucky women were the proud possessors of a large, attractive, and cosily-furnished home. It is called the Chapter House and belongs to the Women Teachers' Association of Buffalo. The thousands of teachers who attended the N. E. A. convention this summer have all seen it and enjoyed its hospitality. There were morning, afternoon, and evening receptions, refreshments were served; in short, the visiting educators were right royally entertained. The Chapter House faces Johnson's Park, a quiet and delightful green. The accompanying views of the building, the lecture hall, and the parlor give only a faint idea of the club house.



PARLOR.

The history of the development of the enterprising Women Teachers' Association of Buffalo, with an outline of the organization and work, is sure to be read with interest, and *THE JOURNAL* is glad to give it in these columns as written at the request of the editor by the soul of the organization, Dr. Ida C. Bender,

the energetic and progressive supervisor of primary instruction. Miss Bender has been president of the association since 1891, and from personal knowledge we can say, without detracting from the credit due to her vigorous co-workers, that the gratifying progress made by the organization is owing principally to her tireless and disinterested labors and the power of her personality. From the moment she took the gavel she turned the interest of the members into the fruitful fields of educational foundation truths, and away from the fishing for ready-made devices and other school-room trifles. The writer had a few times the honor to be the only one *masculini generis* to attend the meetings and enjoy the pedagogical discussions. But this is not giving the history. It follows here with an outline of the objects and plan of work pursued by the Buffalo Women Teachers' Association:

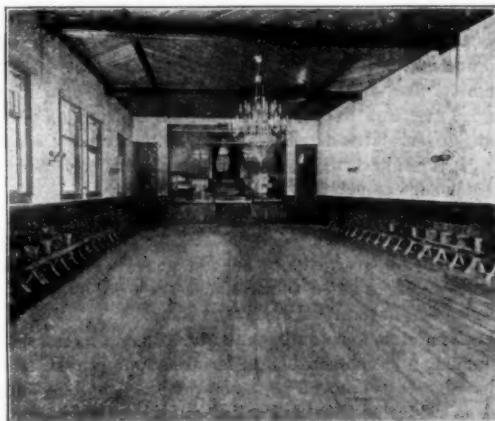
The W. T. A. was organized in September, 1889, largely through the effort of the late Miss Mary A. Ripley, for many years principal of the boys' department of the Buffalo high school.

The early growth of the association was slow, although all women teachers in the public schools of Buffalo were then as now eligible for membership. Monthly meetings were at first held in the Women's Union building, the Buffalo library, and the high school; through the courtesy of the managing bodies of these institutions the association enjoyed their hospitality without cost to itself.

At the beginning of the third year of its work the association determined to secure permanent quarters and to pay for the same. This proved a wise move; interest increased and the membership, which had continued very small, grew rapidly.

Although there then seemed no reasonable hope that the association would become the owner of realty, the organization was incorporated under the laws of New York in 1893.

During its whole history the association has had but two presidents, Miss Adelaide Graybill served for the first two years, since which time Dr. Ida C. Bender has been annually re-elected as the presiding officer of this vigorous association.



LECTURE HALL.

Every woman teacher in the public schools of Buffalo may become a member of the W. T. A. by subscribing to its simple constitution and paying the small annual fee of \$2.00. There has never been an initiation fee or an assessment of any kind for the association in general. All members share equally in the privileges of the Chapter House, whether they have money invested in the project or not. This democratic way of managing the affairs of the association has resulted in keeping all members thoroughly interested in its welfare, and ready to support any scheme designed to advance its financial standing.

In 1891, a Women Teachers' Mutual Benefit Association was organized by the older association and was soon placed upon an independent footing.

The growth of the association was, in the next few years, such that the quarters secured in 1891 became too small.

In the spring of 1895 it was learned that the property on Johnson Park, known as the Chapter House and owned by the Graduates' Association of the Buffalo Female academy, was to be placed on the market for sale.

Although the Women Teachers' Association had not more than \$500 to its credit in the bank, a number of its officers determined to see whether the before named property could possibly be obtained. When the terms upon which the sale could be effected were learned a canvass of the leading teachers of the association was made in the hope of securing necessary funds for the first payment, namely, \$6,500. In an incredibly short time more than enough money was guaranteed, and on May 15, 1895, the property was transferred to the Women Teachers' Association of Buffalo. Since that time the growth of the association has been phenomenal; the financial success of the venture having been a surprise even to the enthusiastic leaders of the enterprise.

Visitors to Buffalo during the N. E. A., know how ideally the location and the arrangements of the house fulfil the needs of an organization of busy women.

The association now numbers more than 500 members, all women. Indeed, this is a 'woman's enterprise throughout, although the men have been privileged to enjoy the hospitality of this beautiful club-house.

It may be interesting to know that the association pays to all members who advanced money for the purchase of the property annual interest at 5 per cent. Of the original sum advanced, more than \$3,000 have been repaid from the first year's earnings of the association through rents and paid entertainments, although the house has, in the meantime, been thoroughly overhauled and redecorated.

The work of the association during the winter season is as follows:

On the third Monday evening of each month, a meeting for the transaction of business and the study and discussion of purely professional questions is held in the main hall. These meetings are always well attended.

Every Saturday, from 4 o'clock till 6, the Chapter House is open to members. The house is never rented to outsiders at this time. At these meetings the teachers of designated schools act as hostesses or officers for the day, the regular officers having no responsibility for the time being. At these times, four o'clock teas, musicals, or lectures on questions of general interest occupy the time. The president makes out the general plan for these Saturday meetings to ensure an impartial distribution of entertainments, but all the details are arranged by the hostesses of the day. It is needless to say that these occasions have been most profitable and enjoyable.

Another feature of the work of the association has been the management of lecture courses. So far three courses have been successfully carried out, one on general science, one on physiology and its allied sciences, and the third on Italian art. These courses have netted a handsome sum.

The association is naturally proud of its past successes, and of the standing it has obtained in the business and professional world of Buffalo. It has proved itself possessed of sufficient influence to aid in the furtherance of good measures. This was notably the case in regard to the passage of an act creating a Teachers' Retirement Fund by the state legislature in the spring of 1896.

It is difficult to speak in too emphatic terms of the good that results to this association from the possession of its own home. Besides the enjoyment and the benefit that come from the frequent meetings of the members, the opportunity a perfectly equipped house offers for the entertainment at dinners, banquets, or receptions of distinguished visitors is worthy of mention. A number of such entertainments have already been given with great pleasure to the teachers.

The foregoing account is the barest kind of an outline of the various activities of the association. The coming winter will see new lines of work opened. Foremost among these will be classes in physical culture, the study of mythology with the related arts of painting and sculpture, and a further advance in child study, a good beginning in this having been made last year.

Under "School Law" will be found some very interesting legal decisions in school matters. See pages 220 and 224.

Libraries.

Appraisal of Literature.*

By GEORGE ILES.

A good many of us can well remember the typical American museum of twenty years ago. It contained many valuable specimens drawn from the realms of earth, air, and ocean; it had received rich gifts both from science and art; but truth to tell the general effect of it all was not alluring. An atmosphere of dreariness repelled ordinary mortals; it was reserved for the lonely and athletic student to find any meat and drink in the shelves and cases. To-day how great the contrast as one enters the national museum at Washington, the museum of comparative anatomy at Cambridge, the museum of natural history at New York! How has the marvelous change from dullness to fascination come about? Why is it that instead of perfunctory glances at minerals and skeletons we are held by one vivid interest after another until we regretfully hear "All out" from the janitor at the close of day?

Much must first be credited to the discoveries and inventions which in the past twenty years have so largely increased the capital of all museums. Much also has been done by giving collections a reasoned order: by connecting as a series all the forms intermediate, let us say, between copper ores and copper ingots; in bringing clearly to view such genealogical trees as those which show the horse descended from a creature about the size of a fox, and which bid man reluctantly acknowledge his poor relations of the cavern and the glade. But an improvement equal to any other in importance consists in labeling every specimen fully and clearly instead of bestowing only its name. Indeed, Prof. Goode, director of the national museum at Washington, goes the length of defining a museum as a place where instructive labels are accompanied by well-selected specimens. It would seem that the curator, taught by the inquiries of the visitors to whom he has displayed his treasures, and desirous to win attention at every step, has taken the printer for his partner and sought to say once for all everything that may awaken the visitor's interest, to answer every question he is likely to ask. It is only the eyes already instructed that pause before a mineral ticketed "bauxite from Georgia," but if instead of a ticket we read a label which tells us that bauxite is the basis of the aluminum manufactured by electricity at Niagara, the specimen at once comes home to our business and bosoms. A crystal, a bone, a bird, a bit of ore, however remarkable it may really be, cannot say so, for it is dumb; we owe gratitude to the man who enables it to tell its story, to explain whence it came, what it is good for, what it means in the great scheme of interpretation which the philosophers build deeper and higher for us every day.

While the museum has been advancing in wealth and in methods of making that wealth available to the plain people, the public library has borne its fraternal company in the service of popular culture. As the museum has been enriched by new gifts from the explorer, the discoverer, the inventor, so has the public library received new wealth in the provinces of art and science, scholarship and research, history, poetry, and romance. And better modes of classifying its treasures new and old, improvement in every detail of administration, have brought the public library to vastly extended usefulness, and notably in the co-operation more and more intimate which has in consequence sprung up between it and the museum. Not so many years ago teachers thought it a great gain to have their books enriched by illustrations. To-day, whenever desirable, the teacher may pass from mere illustration to the thing illustrated—the piece of armor, the spray of coral, the gleaming crystal, which invites examination in the museum. It is the keynote of the new education that impressions should be immediate, that to rest satisfied with a word when one should know the thing the word is about, is to allow the usurpation of substance by shadow. Often words become charged with

*Address to the American Library Association at its annual meeting, Cleveland, September 2, 1896.

their whole meaning only when we see and handle what they describe and discuss. And there is further reciprocity between the museum and the library; when the label-writer has more to tell than a label gives him space for he can refer by title and page to the book where his story is continued to the end.

It is with regard to this matter of the label that the methods of the museum are distinctly in advance of those of its neighbor and friend, the public library. The curator has put so much light and color into his ticket that the dry bones of his cases move and live; the librarian still shows a catalogue of mere titles which the ordinary reader runs over much as he might a series of tickets in a museum twenty years ago. Great treasures are undoubtedly heaped up in the shelves before him, but he takes the fact very largely upon trust. The veins of gold here and there are mixed with how much dross, with how much ore not worth the mining! Beside each other are the few genuine books of all time, the volumes which interpret these and bring them down to date, in much greater profusion, the mere echoes and dilutions of weighty writing, together with a preponderous mass of downright rubbish. Each book bears nothing more or less than its title; in the unrespecting catalogue no authority is before or after another. Francis Parkman and a catchpenny historical compiler touch elbows; George Eliot and Mrs. Southworth kiss each other. Of course; readers in choosing this book rather than that have some reason for their choice. But is the reason a good one; shouldn't there be an opportunity to choose with only the best reason possible? Perchance some friend has recommended the chosen volume; but is the recommendation informed and trustworthy? Or it may be that a laudatory advertisement has directed the choice; and how much reliance can be put on advertisements? Or, what occurs oftenest of all in the literature of instruction, the reader interested in birds, or African exploration, or electricity, takes the book most recently published, or which bears the name buzzed loudest in the public ear. But is it always the best book that leaves the press, even in the realm of travel, or exploration, or science on the march? Is it always the most popular author who best deserves popularity? One small class in the community has the good fortune always to have the best reasons in reading and studying its books.

The young men and women in our colleges and universities enjoy manifold advantages of training, discipline, and culture; among all these benefits one of the chief is their economy of time and attention through reading and studying only the best books. Thanks to the guidance of trustworthy judges they can shun the output of the mere mechanic of the pen; one first-hand work of authority judiciously supplements another; the defects and errors chargeable even to the greatest writers are pointed out, and where a subject is brought down to date in periodicals, the best of these are indicated. Popular education will receive an immense impulse when guidance of this kind is rendered the plain people, not only by the university professor, but by everybody else able and willing to give it. That guidance should come, I think, in a brief descriptive, critical, and comparative note, duly signed and dated, to be carried within the book itself, and also to follow the title card in the public library. Thus the reader looking up French ceramics, or entomology, or taxation, might see the relative values of all the books on these subjects in the library as fully as if there stood at his side a company of men and women of authority on pottery, insects, or public finance.

And here we begin to see why it is that the museum specimen has long had its label, while the library book still lacks its note. The label is descriptive purely; the book note must be not only descriptive but critical, and so ably and justly critical as to commend itself to every informed and fair mind. By so much as sound judgment exceeds simple knowledge is the task of the literary evaluator more difficult than that of the label writer. One advantage, however, rests with the appraiser of literature, his notes can serve at once hundreds of public libraries and thousands of isolated students; a label-writer's circle is bounded by his own halls and galleries.

In canvassing this proposal among librarians it has been objected that if notes of the quality we seek were to be had, the proper place for them would be in bibliographies, and not on

cards in the library catalogue. But if they were concealed in bibliographies, I fear that few readers would take the trouble to find them there, whereas a reader could not very well dodge a note if it stood before him in the catalogue.

Library machinery as it stands is excellent, as machinery; it can take on a new character and a fresh usefulness when its mechanism includes the best available judgments of the stores committed to its keeping—judgments put directly into the hands of the public, not at so much as a single remove from the youngest or poorest person who enters a library door.

How, it may be reasonably asked, are we to get all this suggested characterization in the vast and swiftly extending field of literature? Of course, by piecemeal; there is no other way. Let but one department of history, or biography, or applied science, be worthily passed upon, and we shall soon know whether the public wishes to have our plans carried further. History perhaps might be taken up for a beginning. Historical literature grows steadily in popular favor; it unites entertainment and instruction, while it naturally and pleasantly introduces the questions, social, political, and economic, which to-day knock at the door of the veriest recluse of us all. At first a thousand titles might suffice; the choice to rest with an editor-in-chief, having a corps of assistants, each responsible for a definite part of the whole. The notes should have such conciseness as not to burden their cards with a needless word, while omitting nothing which the reader or student should be told.

At this point I may say that the "List of Books for Girls and Women," published by the American Library Association last year, is to have two of its departments expanded as separate bibliographies during the coming winter. Music will be enlarged by Mr. Krehbiel to comprise some 270 titles; fine art will be amplified by Mr. Sturgis to the extent of 550 titles; both guides will be addressed, not to girls and women particularly, but to readers and students generally. It is hoped that their notes may commend themselves to librarians for use on catalogue cards.

On the threshold, as we are, of this business of expert annotation, it is impossible to proceed without a subsidy, but we should resolve not to go very far if the work does not approve itself to the public as worth paying for. We must try to educate the people to requiring the aid we can render them, and in this regard nothing is freighted with more promise than the alliances that are springing up between the public library and the public schools. Every teacher who educates a boy or girl in the genuine attractiveness of good books, in the necessity of choosing books intelligently, is doing good beyond the reach of praise. Yet if the public, after a fair exemplification of the aid we proffer, still refuses us fair wages, then let us gracefully retire to some more fruitful corner of the vineyard.

Success in this matter of literary appraisal will, I think, turn upon the adoption of common sense methods. We should first of all endeavor to form a partnership with some leading publisher. The publisher who thrives by catering to ordinary folk, to the world that now is, has a quiet, steady outlook that we can profit by. There is always a risk that your subsidizer, who ignores commercial considerations, will run off on some theme dear to his heart and dear to few other hearts. The scholar deep in folk lore, or linguistics, is apt to imagine that thousands, instead of units, are eager to pursue the researches which to him are as the breath of life. It is well to qualify opinions as to what people ought to want, by cool perceptions of what they really do want, as proved by what they buy and pay for. Indeed, it would be well to accept no aid of money, or time, or manuscript, that is not fully subject to the direction or approval of this association's publishing or editorial committee. The public library has waited a long time for its note of guidance; let it wait as much longer as may be necessary to get that note in sensible form, of the right quality, and first of all with respect to such books, humble or great, as best deserve the golden scales we are trying to set up.

The department of "Letters" will be found on page 219.

School Government.

Congressional Work for Youth: Plan of the Syracuse High School.

NOTE.—The Syracuse High School Congress is a device of Prin. Wickes, or rather, an original adaptation by him of the plan of the National Congress. It has been in operation for eight continuous years and its marked success has proved the idea to be a happy one. The following description of the working of the plan by its originator* will no doubt interest, not only high school principals and teachers, but also superintendents, principals, and teachers of public and private elementary schools.—E.D.

The congress is modeled upon the plan of the national body, subject to some modifications in detail, but keeping quite strictly to the spirit of that body. Thus there are two houses, the senate and the house of representatives. There are, or may be, many committees closely corresponding in number, kind and title to the committees of the two national houses. There is also strict observance of the forms of parliamentary law.

Just here, however, it is best to depart somewhat from the plan of the national congress. In it, the two houses are distinct in organization, in rules, in place of meeting. Even in these respects it is, of course, possible for a youth-congress to adhere to the national form; but unless a trusty leader can be found for the senate, another for the house, and a third for the congress-presidency, it is better to have the senators and representatives meet in one room, transact business and discuss bills, as one body—though always voting as separate houses upon every measure or matter affecting the two houses. By this modified plan the same good will accrue to every member of the both houses. The president of the congress is elected by joint ballot. The president of the senate shall be chosen by the members thereof, and should be one of their own number; the speaker of the house, by its members; himself a member of the house. The clerk may be a member of either house, and should be chosen by joint ballot, the same with the treasurer. All committees, standing and special, should be appointed by the president, also, of course, the members of the cabinet, subject to confirmation by a joint vote of the two houses, inasmuch as he is at liberty to nominate his cabinet from both houses.

But I rely upon many helps to make congressional work interesting and profitable. Thus the congress has its *blue book* wherein is recorded the name of each senator and representative, together with the name of the state which he represents; its *flag*, to be cared for and to be raised by members; its *congressional library*, containing food for reflection and hints for bill-framing; its *Congressional Record*, with its epitome of the national congress doings; its *cabinet*, bringing before a little group of the most active minds the greatest questions and problems of the day; its *public meetings* now and then, to bring out parents and the older folk of the community; its *critic's* report, made weekly by the president—made as kindly yet searching as possible, embracing minutest details of the manner and method of speaking. But the greatest help to any congress is, of course, its *president*; indeed, there should be no thought of forming a congress, unless a leader can be found who is young-hearted, intelligent, self-sacrificing, enthusiastic, in short—in thorough sympathy with the spirit of youth.

The congress then, I ask you to note, is not for fun. It has a very serious purpose as the very warp and woof of its life. True, it is shot through, here and there with a thread of wit. I would give little for any organization that was not. When a young and much embarrassed member rises and says, "Mr. President, I arise to speak to my feet," the whole legislative and executive branches of the government are bound to laugh—but all good-naturedly. When a little member, but strong in debate is dubbed by another, as "My distinguished friend the infant Hercules," the

congress applauds, and the appellation-sticks. Indeed, scarcely a congress night goes by without wave after wave of sparkling wit or repartee; but that does by no means retard the ship of state speeding on over the solid sea of debate. Nay, it puts "a freshening breeze" into its sails!

Again, the congress is not a passing fashion nor a fad. It does not even ask for a moment of the school-time of the student—it seeks no infringement, no abatement of the course of study. But it seeks to evoke and enhance the God-given power of thought and speech. Nay, it rather is an aid to better, clearer expression in the class-room itself, as many a youth has testified,—and many a parent with exaggerated yet earnest words, has told me that he would prefer to have his boy miss the drill of the curriculum rather than that of the congress.

Consider with me for a moment the *historical* value that attaches to the congress idea. A bill is introduced for the election of United States senators by the people, and is to be discussed the second week hence. Away the members fly to Madison's marvelous compendium of the debates in the Federal Convention of 1787, to see how the fathers of the republic reasoned about it. And thus, to many an earnest youth is unsealed the fountain-head of our national life. Again, in its history book a youth has read and studied the story of trials and triumphs in the American Revolution. His love of country wakens afresh, and he brings in a bill for the erection of a monument to Washington on the memorable battlefield of Trenton. Before the discussion is ended not only has many a glowing eulogy been paid to the "Father of his country," but the whole story of the struggle has been rehearsed from the day when "The embattled farmer stood and fired the shot heard round the world." How shrewd, too, and really statesman-like it was to introduce a resolution instructing the government, through the secretary of the state, to secure the abrogation of the treaty of 1817 relating to the naval force on the Great Lakes. I am not sure but that Rep. White "Builted better than he knew" when he framed that resolution. There may possibly have lurked in its shadow the spirit of prophecy—for the day that shall "Strike an universal peace through land and sea" has not yet dawned, and ships may yet thunder their death-dealing defiance. I do not mean, however, to imply that the Syracuse High School Congress longs for war, or ever has. For I find in the early annals of the congress, a bill introduced by the representative from Georgia, entitled "An act concerning the establishment of an international court of arbitration." But my contention just here is not for peace, nor for world-wide federation,—but for the historical value of a congress,—a value which a score or more of bills in our own Congress has incontestably proven.

Surely not the least among the good influences of the congress is its *linguistic* value. Indeed, I know of no practice in written English so fine as that to be had by the member who draws up a bill for the consideration of his fellows; no test in spoken English so searching and helpfully severe as a debate. A bill framer soon comes to understand that if the principle involved in his measure cannot be successfully assailed, its diction, unless logic-proof, may be riddled and his unfortunate bill be completely shocked to pieces. And so in speaking. "I do not understand the gentleman," said a member. "I am not to blame," replies the speaker, "If a gentleman does not understand the English language." "Sir, I do," retorts the other;—"but your language is not English." I am sure, also, that congress work enhances in the mind of every thoughtful member the real national value of the English tongue.

It ought to take but little argument to show the *political* value a right-working congress must have. It will be understood, of course, that I do not use the word political in any narrow or partisan sense; but rather, in that broad and unbiased sense which Alexander Johnston has always in view in his incomparable *History of American Politics*. In the eight years during which I have presided over the Syracuse High School Congress there has never been a discussion along purely partisan lines. Many allusions there have been to local and current politics; many a thrust at the foibles or follies of the party to which the speaker is opposed. But these are not to be condemned, but commended,—perhaps commented upon in friendly fashion. For

*Part of a paper by Prin. W. K. Wickes, of the Syracuse high school, read before the department of secondary education, N. E. A., July 9.

the debater who ventures to make such criticisms must be sure of his ground or he may discover, too late, that his adversary has been laying pitfalls for his unwary feet. But political, not partisan measures abound with us. Indeed they must—for in a republican form of government, they are the very essence of all legislative action. And now must the member have such practical and ready political knowledge that he may attack or defend, according to his beliefs. It will not do now to say, or intimate, that he is for or against a particular measure because his father belonged to this party or that. And it is for him to see to it that the principle for which he votes is a living, burning question—else would he be in danger to repeat the folly of the old Pennsylvania greenbacker who kept on voting that ticket for years after the party had perished, blandly saying, "A vote for a principle is never lost!" No, the political value of congressional work cannot be overstated—for it is as broad and deep and swift moving as the ever increasing currents of our political life.

But the historical, linguistic, and even the political values of the congress—great as they are—are overshadowed by its *patriotic* value. We keep the flag, symbol of our dearly won independence, and still more dearly won union and liberty, ever before our eyes. On every school day that floats from the staff from the top of the building—placed there by the committee of the congress; a committee never appointed by the president, but made up of volunteers eager for the honor. * * * Surely it is a lesson in patriotism—the sight of a rippling flag! Surely it was with the vision of that "Gorgeous ensign of the republic" in his eyes, and with a quickened sense of its glory, that Representative Palmer, of Delaware, offered a bill to prevent unpatriotic use of the American flag. I quote Art. 1 Sec. 3: The American flag shall be used only to denote nationality, freedom, and liberty. Well do I remember the debate on that measure, and the merciless scoring given to American citizens who would so far demean their birthright and their flag as to advertise their wares upon its sacred colors. And it was in the same glowing spirit of patriotism, that Representative Blum, of North Dakota, introduced a concurrent resolution forbidding the display of any foreign flag on any public building in the United States, except on occasion of a visit from a foreign sovereign or potentate,—and that concession he explained, was in order to let everybody see "Old Glory" flying above all other lower ensigns! "Gentlemen," once cried Senator Phelps, "Let us not go down in history as a generation that could not keep the flag where our fathers placed it!"

But the flag is not the only inciter to patriotism. It happens not seldom the meetings of the congress fall upon, or near unto great anniversary days in the nation's history. Then the discussion is put over, and the great event is made the special order of the day. So it came to pass that the congress celebrated the birthday of Abraham Lincoln. It was a surprise and delight to see how deeply many of the members had studied the unique greatness of the martyr-statesman, and how keen their analysis of his power,—but better than all, how reverent their regard for his memory, how glowing their appreciation of his matchless patriotism! * * * Their cheeks blazed in indignation as they read the awful story of Turkish atrocities upon the affrighted, yet faithful Armenians, and they straightway empowered and directed the general government to remonstrate with barbaric Turkey through the potent voice of American men-of-war. "Child's play," do you say? Oh, no—they did as much as our own national congress—and they were far more honest in their indignation than the great powers of Europe.

So the congress keeps its finger upon the political pulse of the world—and though it may not correctly or completely diagnose every disease of the body politic, its heart is sympathetic, and the congress of the Saline city will never fail to prescribe generous doses of the saving salt of patriotism—for the spirit of the whole body is that of one of its members, who ardently arguing for our home industry, and mixing his figures of finance and of speech in a fashion that Sir Boyle O'Roe might envy, cried out, "Mr. President, we don't want any foreign salt; what we want is to fill ourselves up with American salt, so we'll be ready to die for our native land!"

It may surprise you now when I say that the congress idea has a greater value than any I have yet mentioned. For after long observation I am sure that its *personal* value outmeasures all other values. It is the merest truism, of course, to say that the chief duty of a boy is to become a man—yet its triteness detracts not a whit from its trueness. And I know of no place better than within congress walls to cultivate the manly spirit. As a matter of policy, to say nothing of principle, that is the place for the utterance of truth. And it is easy to speak the truth here—for no member is bound to speak or to vote save as he believes in his very heart. He has every reason to exclaim with Milton, "Let Truth and Falsehood grapple; whoever knew Truth put to the worse in a free and open encounter"? Again, congress is the place for the exercise of a true and unceasing courtesy. It is the invariable custom with us to salute a new member, the first time he arises to speak, with clapping of hands. It may possibly disconcert him a little; but better that than the discourtesy and painful and boding silence. If then a congressman speaks noble words of truth and in a courteous fashion, he surely is not far from the realization in himself of that famous definition of a gentleman—"High erected thoughts—seated in the heart of courtesy." And it is of value also to acquire somewhat of dignity—not a rolling-collar and the starched-cuff dignity, but a frank manly bearing. As a teacher I have sometimes, with good effect, told boys that certain acts were beneath their dignity as congressmen. (Yet I do not often venture that argument—remembering how Mr. Blaine, once a teacher, was berated in the national congress for his schoolmasterly and scolding ways.) But congress has a personal value for a conceited youth, inclined to "strutting under his advanced plumes." He is not speedily, yet not unkindly, given to understand that it is wise for him to dismount from the high hobby of his conceit, and amble along on the lowly rocking-horse of humility. Thus he may avoid the fate of certain statesmen of older growth, thus characterized by a congress youth—"They go to bed famous, and sleep it all off before morning."

Dr. Gilman on Duties of the Schools.

In a recent number of the *Independent*, President Gilman, of Johns Hopkins university, has a paper on the public schools. Among other signs of the times, President Gilman notes a tendency to select fewer teachers for the common schools from young college graduates. He does not lament this fact, but urges the filling of school boards with these graduates, and their association with the parents and other older people, so that their desire for too radical reforms may be balanced. School boards must be cleared of political influence, if the future of the children is the end the schools have in view. It should be an impossible thing for a trustee to be put in or ousted from a position by political or ecclesiastical influence.

The kindergarten has Dr. Gilman's endorsement, though perhaps there is too much paraphernalia in every day use. The aim of the kindergarten should be the formation of habits of truth, attention, neatness, courtesy, and reverence. And this should be brought about by pleasant processes.

Dr. Gilman urges preparation for practical life for public school children, who will not take higher courses. The eye and hand training should be thorough, and while drawing is of great value, more than drawing is needed. The observation of nature should be cultivated, and practical employment provided.

"From the needle to the pencil, from the knife to the box of tools, is an easy gradation, everywhere possible, and every young person should be carried through at least these stages of 'handicraft.' 'Look,' 'Do,' 'Think,' and 'Remember' are four lessons that ought to be enjoined upon every scholar, every day, through the period of adolescence."

As regards religious instruction, President Gilman suggests the term "Godless schools" is made possible by religious people who are afraid of the introduction of religious instruction which does not quite meet their own views. The essential points in religion should be impressed upon every child. A book of selections from the Scriptures might be made which could be endorsed alike by Protestant and Roman Catholic. Meantime teachers must teach ethics by precept and example.

Every child should be trained for the duties of the citizen, and his patriotism should be so pure and high as to lift him beyond temptation from bribery.

Editorial Notes.

The present number may be regarded as a fairly comprehensive illustration of the scope and character of the plan of THE SCHOOL JOURNAL for the new school year.

Firstly, there will be published, under the general head of "My Pedagogic Creed," a series of letters by a number of the most distinguished educators and philosophical thinkers of this country and abroad. These letters reflecting various conceptions of the fundamental truths of education, will, in a way, disclose the ideals which are the guides of the present civilization in the education of childhood, and point out the ways and means upon which the thinkers build their hopes for attainment to the goal of humanity. For, as Jean Paul Richter has beautifully expressed it, "In the world of childhood all posterity stands before us." Though "We may only gaze upon it, like Moses upon the promised land, but not enter," there is aroused within us inspiration impelling to greater effort as one after another of the leaders takes us up to the Nebo of his philosophy and points out to us the aurora of a new civilization. Professional pride is stimulated and our sense of responsibility as educators invigorated. The series of letters opened in the present number by our champion of the new education, Col. Francis W. Parker, will be a most valuable feature of THE JOURNAL.

The letters will be supplemented by articles bearing on the fundamental principles of education, particularly with reference to the schools.

Secondly, THE SCHOOL JOURNAL has started out to give more prominence than ever before to clear and full accounts of the best work done in various lines of work; of the methods pursued by successful school boards, superintendents, principals, and teachers; of the most rational plans of managing schools and school affairs; of the most sensible ways of contracting for text-books, school supplies, and school buildings; in short, of everything sound and practical that is worth adopting and doing.

What can I do to promote the good of my school? This is the question which every conscientious manager of a school asks himself daily, and it is just this one which THE JOURNAL will help him answer in a new form every week. Following the old adage, "Example is better than precept," it will, above all, continue to be intent upon steady self-improvement. But the proverb implies more,—and this brings us to the consideration of another new feature of the most solidly helpful character. The articles and notes in the present number which illustrate the point, are those on "The Organization of the Kansas City (Mo.) School Board," "Extracts from Chicago Letters," "Indianapolis Leads," "The Brooklyn Truant School," "Vacation Schools for Children," "Club-House of the Buffalo Women Teachers' Association," "Congressional Work for Youth," etc., etc., etc. They show what *can* be done to advance the schools, to make the life of children and teachers happier, to carry on the business of the schools in the most practical way, to secure success, by showing *what is actually being done* somewhere and *successfully done* and the benefits derived from it, under conditions not at all extraordinary. There is no city, no school in this country

so dead but has something in which it takes pride, something which is good, something which others would be glad to know because it suggests to them new plans, new methods, new devices, new ideas for improving their own schools.

This exchange of the results of successful experience will be supplemented in the future as in the past by suggestive articles by men and women who are competent to give practical help concerning possible and desirable improvements and whose judgement in matters of method is of acknowledged weight.

There is no advertising manager in the country more successful than Mr. Charles Austin Bates, of New York city, who contributes the article on "How to Advertise a School." Principles of private schools will find it especially valuable, as it is written principally for their benefit. The paper of Mr. Geo. Iles on "The Appraisal of Literature," is exceedingly interesting, and the practical soundness of its suggestions will appeal at once to superintendents, principals, teachers, and all who are interested in making the use of the books in the library aid young and old to derive the greatest benefit from it and to secure the right kind of reading. Mr. Iles has done some splendid work himself in the line of the suggestions he makes. Rev. Bragdon is the principal of Lasell seminary, a very excellent and highly respected boarding school for girls, at Auburndale, Mass. His straightforward treatment of the troublesome question, What education is of the most practical value to girls? affords thought-provoking reading and will turn the attention of every reflecting educator anew to the responsibilities he has assumed.

The systematic treatment of pedagogics, of course, cannot be expected from a journal like this; it deals with the questions of the hour, and aims to be of direct and practical usefulness to superintendents, boards of education, principals, and ambitious teachers of public, parochial, and private schools, and all who are eager to lend a helping hand to uplift the teaching, supervision, and administration of the schools. For those who wish to study more thoroughly the history, principles, and methods of education, school hygiene, psychology, child-study, and educational civics, EDUCATIONAL FOUNDATIONS is published.

Parochial and private schools generally must keep a watchful eye out for the changes of methods and all indications of progress in the public schools, if they do not want to go to the wall. The public schools, in turn, can learn many valuable lessons and get much suggestion and guidance from them. Dr. Geo. G. Groff well says:

"This is the golden age of the public school. Golden ages have always been followed by periods of decay. The public school needs a healthful rivalry to maintain itself strong and healthful. This rivalry it will find in the private school. I firmly believe that sound education will be found in those communities where this rivalry most fully exists."

THE JOURNAL aims to help both the schools of the people and those supported and conducted by churches and private individuals by publishing in its pages the plans and methods of the best schools of every kind. This feature ought to be met by the hearty and practical support of all live school supervisors. Keep the editor

informed of any feature in practical school work which you consider to be of particular value. These columns are open to an exchange of experiences that have resulted in success.

Responsibilities of School Trustees.

At the annual meeting of the Chicago board of education Mr. D. R. Cameron, the outgoing president, took occasion to remind his colleagues of the great educational responsibilities they assumed with their office. The address is so good, and the thoughts it emphasizes are so pertinent and timely, that the greater part of it is printed here. Few of those engaged in the work of school administration know which of the many duties imposed upon them are really the essentials. Let them regard their office from the higher ground pointed out in the following :

"No office in the gift of the people requires more wisdom, more insight, and, indeed, more patience than that of membership in the Chicago board of education (and in any school committee, for that matter). Too often a strict adherence to the best and truest interests of the people brings an avalanche of unmerited criticism. Personal and local interests often stand in the way of that which is infinitely higher.

"We, my colleagues, have one supreme duty—to be the guardians of the training of the children of the people into the sacred duties of citizenship. The schools are for the children, and the future; no private interests, no narrow influence, no partisan design should stand for a moment in the way that leads to the noblest ideal. The nation of to-morrow is in the school of to-day. No political or civic reform, no measure of temporary improvement, good and sound as they may be, can be compared with the one aim that comprehends and surpasses all others—the education of the future citizen.

"One measure that has ever met your hearty approval, a measure without which success in any business is impossible, I beg leave to mention for the last time in my official capacity. I have urged this much needed reform during my six years of membership. It is this: The main executive direction of all affairs of this board should be placed in the hands of efficient and expert officials. The most important functions of this board are first, to carefully choose its officers; and, second, to hold them strictly and rigidly to the responsibilities imposed them, to the honest, earnest, and sagacious performance of their respective duties. Time and professional knowledge do not often belong to laymen immersed in the duties of a vocation that often demands their best thought and utmost strength.

"The phenomenal growth of this metropolis requires on the part of this board constant vigilance and unflinching perseverance to house and provide competent teachers for the ever-increasing multitude of little ones. Nearly 5,000 teachers, led by an efficient corps of supervisors, is by no means a small army. The legislation for such an army requires much foresight. If proper instruction for 215,000 pupils has not been entirely successful at times, the enormous demand for new school-houses and new teachers is seemingly a valid excuse.

"In the name of this board I would express my confidence in the great army of teachers. 'As is the teacher, so is the school,' is a terse statement of a deep and trenchant truth; a truth no one will deny. The highest economy of this board consists in putting into our schools the best educated, best trained teachers that can be found.

"The measures you have taken in the past and those already before you, to train the graduates of our high schools into the profession of teachers, meet my hearty approval.

"To the superintendent and his able assistants, indeed, to all connected with this office, I wish to express my thanks for their kindness and courtesy. I can recommend them, one and all, to

my successor, and to the new members of the board I would bespeak the same courtesy for the one who shall in future occupy this chair."

"The private school may and does select from the noble army of teachers, the professionally trained, those possessing special fitness to carry out the duty which the school owes to the individual. The private school is non-political, non-partisan; there are no friends to be rewarded, or enemies to be feared. It is thus a strong and unique factor in the educational force. But from the fact of its being free from political hindrances arises a duty or function peculiar to itself, which is the expansion of its methods of teaching and the elevation of its standards or ideals. Being free to choose from the highest and best, it should furnish an example of the methods which will best enable the student to put himself in touch with nature and nature's laws."

Columbus, Ohio.

LUCRETIA M. PHELPS.

"The educational periodical is commended for its suggestiveness. Its manifold interests and hints stimulate the reader to versatility, and are a constant invitation to new and fruitful activities. The journal's discussion is many-sided, and appeals to the utilities. It concretes method and furnishes abundant opportunity for experiment in teaching and management.

"From its pages the intelligent reader gathers acquaintance with men and systems, and courses of study and current criticisms, and derives practical standards for his own estimates. The better school journal enlarges the world of the untraveled teacher on the practical side, and so multiplies his chances of success."

Ypsilanti, Mich.

R. G. BOONE.

Leading Events of the Week.

AUG. 26.—McKinley gives to the public his letter of acceptance.—The royal Canadian yacht *Canada* wins the championship of the great lakes.—Failure of Hilton, Hughes & Co., dry goods merchants of New York; liabilities, \$2,000,000 and estimated assets \$1,500,000.—The Republican state convention of New York makes the following nominations: Governor, Frank S. Black, of Troy; lieutenant-governor, Timothy L. Woodruff, of Kings county; judge of the court of appeals, Irving G. Vann, of Onondaga county.—England relinquishes her claims to a protectorate over the island of Trinidad.—Many Armenians killed in a riot in Constantinople.—Ontonagon, Mich., destroyed by fire.—Italy orders the stoppage of emigration to Brazil. Aug. 27.—Said Khalid, the usurping sultan of Zanzibar, having refused to surrender, British ships bombard and destroy the Zanzibar palace. Said Khalid is taken prisoner and Hamoud proclaimed sultan.—Many millions in gold on the way from Europe. Aug. 28.—President Cleveland decides to send a war vessel to Constantinople.—The *St. Louis* with Li Hung Chang and party arrives at New York and is saluted by the eleven war ships in the harbor.—The revolution in Ecuador ends in the triumph of the revolutionary leader, Alfaro. Aug. 30.—Li Hung Chang visits Grant's tomb. Aug. 31.—Italy to have an Atlantic squadron for the protection of Italy interests in South America.—The uprising against Spain in the Philippine islands renewed.—Yellow fever increasing in Cuba. Sept. 1.—Massacres of Christians by Turks in Asia Minor reported.—Secretary Hoke Smith takes leave of the interior department. Sept. 2.—Meeting of the convention of National (gold) Democrats at Indianapolis.

Pensions for New York City Teachers.

The latest report of the proposed charter of the municipality of Greater New York has a chapter which provides for the creation of a teachers' retirement fund. This fund is to be drawn upon to retire and furnish annuities for female teachers who have served thirty, and for male teachers who have served thirty-five years, and are certified by the city superintendent of schools as being either physically or mentally unsound.

Compulsion and Vaccination Conflict.

PHILADELPHIA, PA.—The compulsory education law and the compulsory vaccination law have conflicted in Phoenixville. The board of education recently decided to enforce the new compulsory education law, and accordingly, a census of school children was taken. At the same time the board of health decided to enforce the vaccination law. Some of the parents do not believe in vaccination, and refuse to allow their children to be vaccinated. Of course these children cannot attend school. The board of education says they must go.

Educational Plans of Gen. Hastings.

PHILADELPHIA, PA.—Governor Hastings is at work upon a plan for the improvement of the Pennsylvania school system, and the increase of the educational advantages of the state. If his idea is carried out every normal school will be a free college with free tuition and free dormitories, and the University of Pennsylvania, the Western university, and similar institutions, will be free state universities. The governor believes that these changes could be brought about out of the regular school appropriation, and no doubt that part of his next annual message to the legislature will be devoted to this subject.

Another plan, and one which concerns the public school system, is that two adjoining townships organize a high school in common to be equipped with good teachers and modern apparatus. Here the young men and women who have completed the studies in the common school could have all the advantages of pupils in large cities. This would tend to stop the migration of people to centers, and build up the population of the rural districts.

Satisfied With his Present Salary.

BROOKLYN, N. Y.—It is seldom that an increase of salary is refused, yet this recently occurred in this city. Mr. George Brown, the secretary of the board of education, was voted an increase of \$1,000 per year in his salary, but he refused to accept it, saying that "in view of the problems in financial and monetary matters with which the city is confronted, this is not the suitable time for such action." Bravo!

Had to Fight for His Diploma.

NEWARK, N. J.—A case where the folly of the traditional exams. was shown recently came up in this city. George Hewitt, a pupil of the Central avenue school, expected to be ready for the high school in the fall, and keep on through the technical school. On account of illness he missed two of the winter examinations, and when his card was sent to the superintendent's office the omission was supplied by putting his term standing in its place. His examinations were better than his term-standing, and his term-standing improved and his finals were better yet. However, his work in those two subjects was poor, and he missed passing by a fraction.

Principal Taylor submitted that the teacher's estimate was the only valid judgment of the pupil. It argued that the rules called for the mid-year examination. Several of the commissioners urged that the diploma be given. The boy had made a splendid fight for an education selling papers outside of school hours, and if the school turned him back for a year they would probably send him back to the streets. It was finally voted to give him a diploma.

Among the special features of the next number will be a report by Professor Lightner Witmer, giving the results of his investigations of the spelling of Philadelphia school children. This article alone would make the issue one of great value to teachers. There will also be a "Plan of Work for a Country School," and an article on "Clay Modeling."

Besides these articles there will be a page of news of the educational work in New York City.

THE JOURNAL expects to have a fuller account of the outrageous proceedings of the Long Island City school board in dismissing the school principals and the greater number of its teachers, shortly before the beginning of the school, when it was impossible for most of them to find employment.

Teachers' Home Association.

Some time ago THE JOURNAL gave an account of the organization of an International School Teachers' Home Association. Appreciable progress has been made since then. A trustees' meeting was recently held in St. Louis, at which C. V. Wilbur, of Kalamazoo, presided, and Supt. H. A. Nickell, of Ozark, acted as secretary. The following resolution was unanimously passed:

Resolved, That the board of trustees having witnessed the earnestness, efficiency, and wisdom of the efforts of the executive board in originating and prosecuting arrangements for the practical realization of the aims of the International School Teachers' Home Association, and having investigated their methods of work and found them thoroughly businesslike and reliable, hereby desire to express their complete confidence in the integrity and ability of the promoters of the enterprise.

CHAIRMAN.

St. Louis.

The work and plans of the association were carefully gone over and some changes were made in line with THE JOURNAL'S suggestions. The objects of the association now stand as follows:

1. To establish and maintain unique modern homes for the educators of the United States and Canada.
2. To provide Rest, Recreation, and Pleasure for the worn and weary during vacations.
3. To furnish facilities for Higher Education and Culture in the use of libraries, scientific apparatus, gymnasium, etc.
4. To furnish Homes for the unemployed at cost, and all help possible to secure situations.
5. To care for the sick, disabled, and aged members of the association.
6. To secure reduced rates for members at hotels, cottages, summer schools, etc., and to make arrangements with merchants to give discounts.

The life membership is always to remain \$50, but instead of having one building, as was at first intended, there are to be three administration buildings, to contain office, reception room, auditorium, art room, dining-room, gymnasium, and a few sleeping rooms. Besides these there are to be thirty-five cottages containing from seven to ten sleeping rooms, and a double parlor. The cottages will cost from \$3,000 to \$10,000, and any person desiring to use his money in this way, may give a cottage his name.

It will be easier to secure money in this way than to raise \$150,000 for one building. It is hoped that by next summer at least ten cottages will be ready for occupancy.

Eureka Springs, where the association will have its home, is situated in the Boston mountains, near the White river, and is widely known as a health resort. The curative properties of the waters are said to have no equal on the continent. The picturesque scenery and almost continuous sunshine, together with the pleasant temperature, make it an ideal spot. There are many objects of interest within a radius of fifteen or twenty miles, and the views from the mountain tops are not to be excelled for beauty.

The citizens of the Springs have subscribed \$18,000 for the location of the home, and the Eureka Springs Railway has given an additional \$3,750, making a total of \$21,750. The Eureka Springs sanitarium interests has pledged forty acres of land, besides street railway, water, and sewer connections, and sand and marble for the construction of the buildings.

The officers of the association are as follows:

D. M. Anderson, president; William R. Payne, first vice-president; Miss Helen Kimber, second vice-president; Mrs. Elizabeth Anderson, secretary; F. N. Claffin, treasurer, cashier Citizens' Bank, Eureka Springs, Arkansas; H. L. McCune, legal adviser, president Kansas City Bar Association.

Foreign Notes.

THE JOURNAL reads with pleasure that the archbishop of Canterbury has conferred the degree of doctor of music upon Mr. McNaught, the distinguished editor of Novello's excellent journal, the *School Music Review*.

Students of Pestalozzi and Pestalozzian literature who read German will be interested in the *Pestalozzi-Studien*, published by Carl Seyffarth in Liegnitz. It is a small monthly journal for research, communications, and discussions bearing on Pestalozzi. Rev. L. W. Seyffarth, the distinguished Pestalozzian writer, is the editor of the publication, which can be had for 75 cents a year. The numbers we have received thus far (four in all) contain a charming character sketch of Pestalozzi by Henning, in which particularly the truly Christian side is placed in a clear light; No. 3 brings a valuable document, not known heretofore, regarding religious instruction at the Yverdon institute; Em. Froelich gives "Reminiscences of Father Pestalozzi;" extracts are also published from a rare university address on Pestalozzi by Dr. Rosenkranz.

[Reading of the latter address the writer is reminded that he had at one time a copy of it which some good friend has forgotten to return. Should these lines meet his eyes he will not fail to look for the pamphlet and to send it to the editor of THE SCHOOL JOURNAL.]

School Equipment.

Book Covers in the Public Schools.

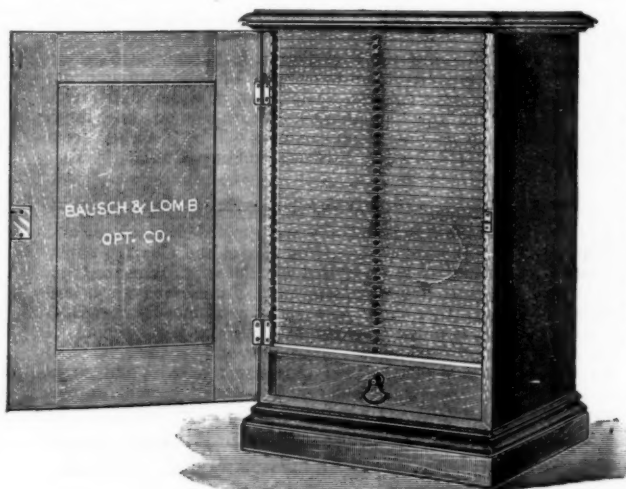
Under the public ownership of free text-books, the books are expected to last from three to five years and to be transferred to different pupils each year. The handling of them for so long a time often gives rise to one great objection to the free text-book system, *i. e.*, the transferring of soiled books.

Book covers are now made by machinery at a very nominal cost, of material specially prepared, water proof, and very durable. The cover receives the soiling of a year instead of the book, and before transfer to a new pupil, a clean cover is substituted so that this great and only real objection to the free book law, is almost entirely eliminated.

The rapidity with which an article of apparent luxury becomes one of the necessities is illustrated by the growth of the manufactured book cover industry. The school board of the city of Springfield, Mass., was the first one in the United States to regularly adopt machine made book covers for their free text-books. This was in the year 1882. Mr. O. M. Baker, of the publishing firm of Webster's Unabridged Dictionaries knowing of one of these patent book covers as a trade article (the Holden Book cover), and being a member of the school board, suggested their use. His proposition was strongly endorsed by Mr. Clark W. Bryan of the *Paper World* and the book covers were introduced. So useful were they found to be in promoting economy, uniformity, and cleanliness in the school-room, that at present after fifteen years of consecutive use, they are looked upon as indispensable. From this beginning, over 700 school boards, including many of our large cities, have permanently adopted these covers. It seems hardly possible that free text-book plan can be conducted economically and successfully anywhere, as regards cleanliness, without the use of machine made book covers. There are several kinds in the market, and their cost is so trifling that there is no excuse for going without them. A member of the Massachusetts state board of education pithily said of them, "cheap, durable, and convenient they have become a necessity."

A Microscope Object Cabinet.

Individuals or schools having a large collection of microscope objects, need facilities for keeping them classified so that they can be found the instant they are wanted. Attention is therefore called to the cabinets of the Bausch & Lomb Optical Co., of Rochester, N. Y. These cabinets are of cherry wood highly polished, with paneled door, and with handle and lock. Each drawer is provided with a brass knob having its number stamped upon it.



The trays are of solid white wood with hardwood strips rabbited to each end in such a manner as to prevent warping. The cabinet shown in the illustration holds 432 objects, that is, twelve in each tray, and to accompany it is a neat register with spaces for registering an equal number of slides. The trays slide in grooves in the side of the cabinet, and any one of them can be examined independently of the other. The ends of the compartments where the slides are placed are cut out to give ample space for the fingers when removing a slide, even those of thinnest glass being easily taken out. There is a drawer one and one half inches deep in the bottom of the case. Cabinets are also

made for 984 and 2520 objects. No pasteboard or paper is used in the construction of these cabinets.

The Microscope Object Register is a neatly bound book of thirty-six pages of heavy paper with index for trays and for 432 slides. Each page is arranged to refer to one tray in the cabinets described above, there being twelve spaces for description of slides on each page. This book fits conveniently in the drawer of cabinets.

The Planetary Pencil Pointer.

The operation of sharpening a lead pencil with a knife usually involves the soiling of the hands, the dulling of a knife, and the wasting of several minutes of valuable time. And just when it is sharp the point breaks off. Moreover devices, termed "Pencil Pointers," of different and various kinds, have not usually afforded much satisfaction. Now, however, there is no excuse for having



a poor or dull point on your pencil. With characteristic skill and ingenuity the A. B. Dick Company, Chicago and New York, have overcome all of the difficulties and invented a device—the Planetary Pencil Pointer—that points a

pencil surely, certainly, and smoothly every time.

This simple little machine takes its name from the double, revolving, or planetary movement of the cutters which make a perfect point on all kinds, grades (from the hardest to the softest, *shapes*, and *sizes* of lead pencils, slate pencils, various colored wax crayons, watchmakers' peg wood, etc., etc., and with no chance or opportunity whatever of breaking or injuring the point.

In construction the machine is simple, substantial, durable and neat. It requires no adjustment, and is clean and rapid in operation. It can be fastened on top of a desk, table, or shelf, or, if preferred, to the wall. Banks, schools, offices, stores, draughting-rooms, and even private residences will find this device exceedingly useful.

School Collections and Relief Maps.

Commissioner W. T. Harris, Supt. W. B. Powell, and Prof. C. R. Van Hise, of the University of Wisconsin, are among those who highly recommend the Washington School Collections (so-called because first adopted in Washington) of Edwin E. Howell, 612 17th street, N. W., Washington, D. C. These collections are all accompanied by the necessary amount of descriptive matter. Collection No. 1 contains 20 minerals and 20 rocks, selected with great care, correctly labeled, and placed in a neat, substantial case with a separate tray $2\frac{1}{2} \times 1\frac{1}{2}$ inches, for each specimen. One set of smaller, duplicate specimens will accompany each collection, for the student to label after comparing with the larger labeled collection. Collection No. 2 contains 40 minerals, labeled and in case the same as No. 1. Collection No. 3 contains 40 rocks in case and with text the same as above. The text for this collection has been prepared by Mr. J. S. Diller, geologist in charge of the petrographic laboratory of the United States Geological Survey. Collection No. 4 contains 24 typical representatives of the principal groups of invertebrate animals—*foraminifera*, sponges, corals, worms, starfish, and sea urchins, shells, crustaceans, and insects. The text for this collection is by Mr. F. A. Lucas, curator of the department of comparative anatomy, United States National Museum.

Mr. Howell also furnishes relief maps which he has taken every pains to make trustworthy and to have them express the topographic features clearly and correctly. They are also durable, as such maps should be. These maps represent the United States and various states and sections.

A New Adjustable Chair Desk.

The last ten years have shown a marked advance as regards everything entering into the construction or furnishing of school-rooms. Better heating and sanitary arrangements, and better ventilation are all given close attention in the construction of the modern school house.

In the matter of school-room furniture the advance and improvement has been especially marked. The old style combination desk is rapidly giving way to some one or other form of adjustable desk which can be easily fitted to the varying sizes of pupils. Physicians have waked up to the fact, and parents have begun to appreciate it as well, that no child can sit upon a seat for hours with feet dangling two or three inches from the floor without serious and possibly permanent injury. Mental progress is not always accompanied by corresponding physical growth, and it was formerly no uncommon sight to find scholars in the higher grades sitting in desks which were either too high for

comfort or so low as to make their cramped position almost ludicrous.

Adjustable desks are rapidly coming into favor, and the preference seems to be given, and perhaps rightly so, to the so-called chair desks. Up to within a very recent period the main objection to the adjustable desks and chairs has been the difficulty with which they could be adjusted. The desks could be raised or lowered, and so could the chair, but as a rule it required two men to do it, and the trouble and annoyance of making the change operated very largely against their use.

In the adjustable chair desk manufactured and sold by Beal & Daniels (Globe Furniture Co.), of Northville, Mich., very many if not all of the principal objections to an adjustable desk and chair seem to have been successfully overcome. The cut shown herewith illustrates very accurately the construction of both desk and chair. The standards of the desk are made in the usual form, that is, having an upper and a lower section, made one to slide upon the other.



As usually constructed the two sections of each standard have been held in place by separate nuts, the tightening of which brought the surfaces of the sections closely together, the friction holding desk in place.

In the "Frisco" desk a rod runs through from the outside of one standard to the outside of the other. This rod has a head upon one end and its opposite end threaded for nut. A hollow shaft is sleeved upon the rod, and is provided at its extremities with crank arms connected with the upper sections of the standards. This shaft is of such shape that a wrench of any ordinary form can be passed over it. The operation of the device will be readily understood. When it is desired to readjust the height of the desk a single person may apply a wrench with one hand to the nut on the outside of the standard. With the other hand he applies another wrench to the hollow shaft. It will readily be seen that by loosening the nut with the one wrench the sections of the standards will be loosened, and by giving a partial rotation with the other wrench fitted over the shaft the crank arms will be thrown upward or downward as may be desired, thereby raising or lowering the desk top to the required position. The nut is then tightened and the desk is held firmly in the position desired. Both ends of the desk are simultaneously adjusted, and the whole operation is so simple and easy that a teacher, or even a boy or girl can adjust the desk to any desired height.

The chair shown with desk in cut is also adjustable, and can be raised or lowered as easily as the desk. The chair possesses another very desirable feature in that it is semi-revolving, being so constructed that it will revolve sufficiently to enable a pupil to leave his desk easily and gracefully, and at the same time does not revolve far enough to come in contact with the desk itself. The revolving feature also admits of placing the chairs closer to the desk than if they were stationary. Both desk and chair have very many marked features of merit, and those who contemplate purchasing desks would do well to examine them carefully.

A book of over four hundred pages describes and illustrates the tools sold by Hammacher, Schlemmer & Co., of 209 Bowery, New York. These include tools used by all sorts of mechanics, as cabinet-makers, pattern-makers, upholsterers, carpenters, wood-carvers, sculptors, masons, plasterers, plumbers, gas-fitters, painters, molders, modelers, machinists, jewelers, etc. Many of these tools are especially adapted for manual training schools. The tools are selected with great care and are of the best makes.

They are warranted to be perfect in material and temper, to be free from flaws, and to do the work for which they are recommended. Any that prove defective in the above particulars will be replaced.

Chandler & Barber, of Boston are making a special effort at this time to introduce benches and equipment, and consequently make prices to suit the times. They invite correspondence for any supplies connected with manual training, either for grammar or high school grades. The sets which they make up for carving are also increasing in demand, both for individual and school use. They issue separate pamphlets in this connection which can be had for the asking and mentioning this paper.

The name of *Iowa Schools* has been changed to *Midland Schools*.

The following publishing houses have complied with the provisions of the recently enacted school-book law of the state of Ohio, and are therefore entitled to offer for sale to boards of education, for use by pupils in the public schools, such books they publish as have been authorized by the school book commission: Ainsworth & Co., of Chicago; Allyn & Bacon, of Boston; the American Book Co., of Cincinnati; the Central Supply House, of Chicago; John Ainsworth & Co., of Chicago; Allyn & Church Co., of Cincinnati; the Creamer Publishing Co., of Washington; C. H. Eldridge & Brother, of Philadelphia; H. W. Ellsworth, of New York; Ginn & Co., of Columbus; S. C. Griggs & Co., of Chicago; Harper & Brothers, of New York; D. C. Heath & Co., of Chicago; Houghton, Mifflin & Co., of Boston; The Laning Printing Co., of Norwalk; Leach, Shewell & Sanborn, of Boston; Lee & Shepard, of Boston; the J. B. Lippincott Co., of Philadelphia; A. Lovell & Co., of New York; J. D. Luse, of Columbus; Macmillan Co., of New York; Morrill & Co., of New York; The Morse Co., of New York; John E. Potter & Co., of Philadelphia; Potter & Putnam, of New York; The Practical Text Book Co., of Cleveland; The Prang Educational Co., of Chicago; Rand, McNally & Co., of Chicago; Scott, Foresman & Co., of Chicago; Sheldon & Co., of New York; Silver, Burdett & Co., of Boston; C. W. Slocum, of Columbus; A. H. Smythe, of Columbus; The Christopher Sower Co., of Philadelphia; Thompson, Brown & Co., of Boston; L. S. Wells, of Delaware, O.; the Werner School Book Co., of Chicago; and W. G. Williams, of Delaware, O.

A new concern called the Fuller Anatomical Co., Grand Rapids, Mich., has been organized. The company will manufacture apparatus for the study of anatomy, physiology, and natural history. This is the only concern of its kind in the country; we wish the enterprise success.

Mr. Charles E. S. Fielden, formerly connected with the house of S. C. Griggs & Co., is now with Scott, Foresman & Co. The new firm is to be congratulated on securing Mr. Fielden's services, as it will profit greatly from his knowledge of the book business and his extensive acquaintance with the trade.

The rapidly growing trade of Potter & Putnam in Western New York has prompted them to open an office in Buffalo under the management of Mr. H. D. Bacon, who is widely and favorably known to the educational public in that section of country. Everything in the way of school supplies will be furnished from the new office at 435 Mooney-Brisbane building, Buffalo, N. Y.

On the recommendation of the superintendents and assistant superintendents the Rand-McNally Geographies (Elementary and Grammar School) were adopted for use in the Chicago public schools, by resolution of the board of education, June 10, 1896. It is only one year since the publication of these books was announced and yet they have been introduced into thousands of schools in all parts of the country, including the public schools of the entire state of Washington, and public and private schools of all grades and classes in the chief representative cities and towns of the country. Rand, McNally & Co., Chicago, will answer any inquiries in regard to these books.

Hood's Sarsaparilla gives great nerve, mental, bodily and digestive strength. Try it at once.

THE ANXIETY OF A MOTHER when a child gets hurt is greatly relieved when she knows she has a bottle of Pond's Extract near at hand.

The Popular Route to Memphis.

The Southern Railway (Piedmont Air Line) offers the quickest and best route to Memphis, Tenn. Through Pullman drawing-room sleeping cars from New York to Memphis without change. Dining cars between New York and Atlanta. General Eastern office, 271 Broadway, New York.

Notes of Text-Books.

ARITHMETIC.

Dr. Emerson E. White has added to his excellent series of mathematics *A School Algebra*, which contains a course sufficiently elementary for beginners, and advanced and comprehensive enough to fully meet the entrance requirements of the best colleges and universities. The author's aim has been to prepare a school algebra which should be pedagogically sound, as well as mathematically accurate, and thoroughly adequate for its place and purpose. He has kept in mind the fact that the great majority of the pupils who begin the study of algebra are too young to master successfully a text-book designed for advanced students. These young pupils have as a class a fair knowledge of the analytic and inductive processes of arithmetic; and true pedagogical principles require that this prior training be made as helpful as possible in their introduction to algebra. Some of the features of the book are the following: (1) The early introduction and practical use of the equation; (2) the application of arithmetical approaches to algebraic processes and principles; (3) the intelligent use of the inductive method; (4) the immediate application of facts and principles in simple exercises for practice; (5) the number, variety, and character of the exercises and problems designed to secure facility and accuracy in algebraic processes. Several subjects and processes are given that are not found in algebras in general use, and there are also new solutions, and other features of interest and value. (American Book Co., New York. Half leather, 12mo., 394 pp. \$1.00.)

MUSIC.

The *First Reader*, *Second Reader*, and *Third Reader* of the Educational Music Course, prepared by Luther Whiting Mason, James M. McLaughlin, George A. Veazie, W. W. Gilchrist, and Nathan Haskell Dole, are now ready. The characteristics claimed for this course are that it is founded on the rhythmical element from the beginning; that it is a natural and rational course; it recognizes the value of an orderly arrangement of exercises; is arranged in so clear-cut and systematic a style, so carefully graded and so judicious in its manner of introducing and illustrating each difficulty, that the regular class teacher can handle it without embarrassment. The special music teacher will find all that he needs, but will not feel hampered by a too rigid system. The music of the course is especially adapted to voices in the various grades, and at the successive stages of development. The method of treating intonation is chord-wise rather than step-wise. There is an orderly relationship existing between keys as between the sounds of the scale, and this relationship is carefully observed throughout the course. Two-part song is presented only after one-part singing has been firmly developed. The bass staff is presented at a seasonable time. Like the music of the course, the literature is of a very high order. The *First Reader* treats of the usual combinations of tones and common varieties of measure and rhythm. It aims to establish early a sure feeling for tonality. An exceptional elaboration of this essential element is reserved for the *Second Reader*. Each reader of the course contains four national songs of our country. (Ginn & Co., Boston.)

PHYSIOLOGY AND NATURE STUDY.

The following are named among the special modern features of the *Primary Lessons in Human Physiology* issued by the Werner School Book Company: Instead of the usual text-book arrangement there is a pleasing variety of reading lessons, oral lessons, written lessons, picture lessons, etc., which is sure to attract and hold the pupil's attention from the beginning to the end. There are no anatomical pictures in the book; nothing to harm the most sensitive natures; nothing to increase the child's self-consciousness. Every lesson is a thought awakener. Every lesson brings into play the child's activity, and gives practice to his powers of observation.

The instruction given is of the most practical kind, and relates to food, air, exercise, clothing, the proper care of the body, etc. The picture lessons are a unique and valuable feature. The written lessons are also a new feature. The lessons on the effects of stimulants and narcotics are presented in a common sense and interesting manner, and comply fully with the requirements of the law in the various states.

To the Study and Story Nature Readers, J. H. Stickney has added a second reader entitled *Pets and Companions*. It is impossible in a short notice to give an idea of the attractiveness and usefulness of this little book. The matter is carefully prepared and graded, and concerns things which absorb the attention of

the child, the domestic and other animals with which he is familiar and which he is likely to see daily. The book introduces the child to that field that he will study till life shall end and still always find something new to learn. The harder words are placed by themselves and teachers are advised to spend a few minutes in studying these before the reading of the lesson. Many pictures illustrating child life with animals will not fail to engage the interest of the little ones and increase their love for nature study. (Ginn & Co., Boston.)

Grown people know how hard it is to read unless they have a certain interest in the subject. Many reading books have been made without sufficiently considering what subjects most interest children, and hence reading has often degenerated into a mere memorizing of words. Nothing absorbs children's attention so readily as stories of animals and plants. Nellie Walton Ford, a primary teacher of St. Paul, Minn., has prepared a reading book for young pupils entitled *Nature's Byways*, which is made up almost entirely of such stories. The old school of teachers believed there was no learning without tears; she would make learning as easy and pleasant as possible. Before the child "reads about an object, he sees, examines, talks about it. Perhaps, he draws it; lays it in shoe-pegs; cuts it from paper free-hand; or models it in clay. Like the older reader, he can read about that in which he has an interest." The list of words which the pupil is supposed to be acquainted with before beginning this book follows the preface; the teacher can employ this as a preliminary test of his knowledge. Carefully selected lists of words from the lessons are to be placed on the blackboard. The progress in reading goes on rapidly and soon the child is able to write little compositions about the things of which he reads. The illustrations in the book are wonderfully attractive. Drawings of plants and animals have been supplied by Gertrude Morse and there are also reproductions of noted pictures by Landseer, Boughton, Auguste Bonheur, and Van Marcke. (The Morse Co., successors to the New Century Educational Co., 96 Fifth Avenue, N. Y.)

LANGUAGE STUDY.

The study of rhetoric should be a delightful one, and would be if the teacher would cut entirely loose from the antiquated methods that make it a dry and uninteresting task. It is no wonder that the excessive memorizing of principles turns the student away from the subject in disgust. A book has just been issued that considers this branch from a practical standpoint; in fact, that conforms with the principles of the new education that have had such a powerful influence on the text-book makers. It is the *Practical Rhetoric: A Rational and Comprehensive Text-Book for the Use of High Schools and Colleges*, by John D. Quackenbos, emeritus professor of rhetoric in Columbia university. He adopts the aesthetic as the true basis of literary criticism, and of the laws of effective discourse, and shows the principles of rhetoric to be but corollaries of that larger principle of beauty known as harmony or adaptation. The book, therefore, departs from traditional rules and in the right direction. It is eminently philosophical in method and practical in treatment. The student is shown the why and the wherefore of every principle laid down. Instead of memorizing desultory precepts he is led to apply to speech what he sees to be universal and necessary laws; and he finds rhetoric at once intelligible and interesting. The selections from standard literature are numerous and apposite, and besides have the merit of freshness, for they are not such as have been used in rhetorics for the past half century, but are chosen for this work by the author. A large part of the book is devoted to instruction in actual composition work, and the presentation of the matter is such as to rouse the interest and enthusiasm of the student. The book is a model as to choice of type, display of headings, printing, and general make-up. (American Book Co., New York. Cloth, 12mo., 477 pages., \$1.00.)

The study of English grammar, when the pupils arrive at the proper age, is desirable, and it is also desirable that the text-book shall be carefully adapted to the student's needs. W. M. Baskerville and J. W. Sewell, in their preface to their *English Grammar*, for the use of high school, academy, and college classes, say: "To find an advanced grammar unencumbered with hard words, abstruse thoughts, and difficult principles, is not altogether an easy matter. These things enhance the difficulty which an ordinary youth experiences in grasping and assimilating the facts of grammar, and create a taste for study. It is, therefore, the leading object of this book to be both as scholarly and as practical as possible! The real basis of grammar, good literature, is kept ever in the foreground, by abundant quotations from standard authors. The purpose is to arouse a keen observation of grammatical forms and usages. In addition to recording and classifying the facts of language it has been the object of the authors to cultivate mental skill and power, and to induce the student to prosecute further studies in this field. (American Book Co., New York. 90 cents.)

Teachers of Greek will find that much labor of correcting will be saved by B. L. D'Ooge's *Greek Composition Tablet*. Abbrev-

iations are used for calling attention to mistakes in form and mistakes in syntax, and also for referring the student to grammatical authorities. The tablet is intended for use in schools and colleges. (Ginn & Co., Boston.)

The complaint o'ten made that first French readers contain very little matter of value and very little that is really French has brought out a small book entitled *Initiatory French Readings*, by Veteran. The author has told in simple style things that would hold the attention of young students. In the first part, viz., the picturesque facts of the United States, the child's groping after an elusive sense is done away with, and, encouraged by understanding easily, he is sure to retain, with little trouble, words and phrases with the sense of which he is already familiar. The second part, viz., The Discovery of France by some young American travelers, is doubly valuable, as it contains training in the language with pleasurable instruction in the subject itself. Interest will not flag and the reading may be as rapid as desired. (William R. Jenkins, 851 Sixth avenue, N. Y.)

SOCIOLOGY AND HISTORY.

Sociology is one of the new sciences that is the product of the century's intellectual development. It is not yet a clearly defined science, yet it is being rapidly developed by thinkers. A handbook on the subject showing the results of a great deal of thought is the *Introduction to Sociology*, by Arthur Fairbanks. In this it has been his aim to furnish a brief introduction to the subject which will make plain to the reader something of its scope and importance, and aid him in further study. In his opening chapter he tells what society is, traces its relation to other sciences, etc. Then in succeeding chapters he treats of the organic character of society, the physical basis of society, association, the social mind, causes of social activity, modes of social activity, the family as a social unit, the state as an organ of social activity, the individual from the standpoint of sociology, external account of social development, processes of social development and natural selection in human society. The book is printed in clear type with marginal heads and is substantially bound in cloth. (Imported by Charles Scribner's Sons, New York. \$2.00, net.)

Some histories written for children are dull because the important facts are buried up in a mass of unimportant details. The child mind is not sufficiently developed to grasp the subject thoroughly, but he can appreciate brave deeds and patriotic actions, and his memory should not be burdened with that which he will absorb naturally at a later period if his love for history is not destroyed at the beginning. We have before us a history written with an idea that school histories are usually overloaded. It contains only 296 small pages of large print, and yet the author, Mary Platt Parmele, apologizes for its size. She says: "This volume is much too long to do justice to the theory upon which it is written. There are no apologies offered for omissions, but rather regrets that circumstances compelled the introduction of details which confuse the simplicity of the narrative. It may serve, however, to point the way to what, it seems to the writer, must be the method of the future." This history of the United States, called *The Evolution of an Empire*, gives a narrative of the main events of our history in a manner suited to the comprehension of children. As a text-book it furnishes all that is profitable for beginners to learn; as a supplementary reader it is very attractive on account of the direct, simple, and flowing style. It comes to us enclosed in one of the adjustable paper covers that are so useful for preserving books. (William Beverley Harrison, 59 Fifth avenue, N. Y.)

F. Gillum Cromer, a practical teacher of much experience, is the author of *United States Historical Outlines*, a carefully revised edition of which has just been published. It contains every important event and date, from the earliest discovery of America to the present time, being the most complete outline of United States history published. It also contains a presidential summary, statistics of states, a valuable outline of civil government, and the title, name, date of accession, and length of term of the chief executives of the different countries of the world. The book can be made a very valuable one used in connection with the regular school history. (F. Gillum Cromer, Franklin, Ohio.)

MECHANICS.

The high merit of the University Tutorial Series is widely recognized. One of these is the *Elementary Text-Book of Mechanics*, by two noted British specialists and professors in the science, William Briggs and G. H. Bryan. The aim of the authors has been to afford beginners a thorough grounding in those parts of dynamics and statics which can be treated without assuming a previous knowledge of trigonometry. In order to emphasize fundamental principles more fully, they have, as far as possible, avoided introducing mathematical formulae, except when they form an essential feature of the subject. For the same reason, the first ten chapters deal exclusively with the relations between velocity, acceleration, mass, and force as applied to motion in a straight line. Teachers of mechanics in higher schools and colleges will find many features in this book of special value. (W. B. Clive, 65 Fifth avenue, N. Y.)

New School Buildings.

School Building Notes.

ALABAMA.

Talladega will erect industrial school for girls. Cost \$50,000. Address E. W. Walpool, arch.

ARIZONA.

Tempe will erect a normal school. Cost \$475,000. Address W. A. McGinnis, arch., Phoenix.

CALIFORNIA.

Exeter will erect schoolhouse. Address B. G. McDougall, arch. Bakersfield.

Riverside will erect schoolhouse. Address L. Evans, trustee.

San Francisco will erect college buildings for the University of California. Address J. H. C. Bonte, sec'y, Berkeley.

San Jose will erect a high school. Address F. P. Russell, supt. of schs.

COLORADO.

Fort Morgan will erect schoolhouse. Address H. Thomas, arch., 205 McPhee block, Denver.

CONNECTICUT.

New Haven will erect a schoolhouse to cost \$60,000. Address L. W. Robinson, arch., Chapel street.

Norwich will erect a schoolhouse on East Broad street. Address S. Alpheus Gilbert, pres. bd. of education.

So. Norwalk will erect a schoolhouse. Address A. C. Golding.

DISTRICT OF COLUMBIA.

Washington.—The District Commissioners are considering sites for three new schoolhouses.

FLORIDA.

Jacksonville will erect schoolhouse, cost \$1,600—will remodel two schoolhouses, cost \$2,500 and \$3,500 respectively. Address W. W. Thompson, arch.

GEORGIA.

Macon will make improvements to Wesleyan Female college; cost \$15,000.

ILLINOIS.

Augusta will build an addition to schoolhouse; cost \$3,910. Write J. H. Slingerland, pres. of sch. bd.

Belvidere will erect schoolhouse; cost \$10,000. Address C. W. Bradley, arch., Rockford, Ill.—will erect schoolhouse. Cost \$8,440. Address Fred H. Dixon, con.

Catlin will erect a schoolhouse; cost \$6,000. Address S. S. Ennis, arch., Danville.

Chicago will build addition to schoolhouse on North Marshfield ave; cost \$70,000. Address Bd. of Edu.—will erect schoolhouse on W. 13 St., cost \$70,000. Write Bd. of Edu.—will build addition to Notre Dame convent at Vernon Park. Address J. Y. Fortin, arch.—will erect a college building at Thirty-ninth st. Address Joseph L. Llewellyn, arch.—will erect an eight-room and assembly hall school building on the Rogers Park school site. Address August Fiedler, arch., Room 1,117 Schiller bldg.—Same architect has plans for a schoolhouse at Normal Park—will build dormitory and gymnasium for Chicago university at Morgan Park. Cost \$40,000. Address Dankmar Adler, arch., 65 Auditorium Bldg.—will erect schoolhouse cor. Wabansia and Marshfield aves. Cost \$70,000. Address John A. Guilford, m'gr., 1,110 Schiller bldg.—will build addition to school on Grand ave. Address August Fiedler, arch., 1,117 Schiller bldg.

Cooperstown will erect a new schoolhouse. Address Mr. F. Parke, director.

Dwight will build a schoolhouse. Address Reeves & Baillie, archs., Peoria.

Erie will build a schoolhouse. Cost \$5,000.

St. Louis will reconstruct the Douglas school. Cost \$9,000. Write Bd. of Edu.

Granite City will erect schoolhouse. Address F. C. Bonsack, arch., Union Trust building, St. Louis, Mo.

Greeneup will build schoolhouse. Write J. F. McCoy, arch., Danville.

Lake Forest will erect a schoolhouse. Address Pond & Pond, archs., Venetian Bldg., Chicago.

Ogden will erect schoolhouse. Cost \$5,000. Address Spencer & Hall, archs., Rugg bldg., Champaign, Ill.

Springfield will build addition to the German Prairie school building; Write Samuel A. Bullard, arch.—will erect high school; cost \$25,000. Address Bd. of Edu.

Urbana will erect a schoolhouse to cost about \$20,000.

INDIANA.

Fowler will erect schoolhouse. Address C. M. Leisure, arch.

Logansport will build four schoolhouses. Cost \$2,000 each. Address J. E. Cram, arch.

Michigan City.—Proposals will be received for the plumbing and sanitary drainage in the Central school building, also in the Elston school building. Address M. T. Krueger, sec'y.

South Bend will erect a schoolhouse. Cost \$30,000. Address Parker & Austin, arch.

Westville will erect a schoolhouse. Address Benes & Kutsche, archs., 528 W. Sixty-third St., Chicago, Ill.

IOWA.

Avoca will erect schoolhouse. Cost \$15,000. Address Be'l & Kent, archs., Council Bluffs.

Estherville will erect schoolhouse. Address Geo. W. Adams, sec'y.

Grindell will rebuild the second ward school building, cost about \$6,500. Address Sch. Bd.—will also erect a schoolhouse. Address L. B. Goodrich, sec'y sch. bd.

Grundy Center will erect schoolhouse. Address C. E. Butler, sec'y of sch. bd.

Idagrove will erect a schoolhouse in Independent district of Arthur. Address E. C. Cole, sec'y.

Nevada will erect a schoolhouse. Address E. F. Moore, sec'y bd. of directors.

Oelwein will build addition to South school in Independent school district. Address C. E. Redfield, sec'y bd. of directors.
Panora will erect high school. Cost \$15,000. Address Geo. E. Hallet, arch, Des Moines.
Sac City will build a schoolhouse. Address T. C. Cahill, sec'y.
Shannon City will erect a schoolhouse. Address J. B. McCartney, sec'y bd. of dir.

Vinton will erect a schoolhouse. Write Wm. M. Osler, sec'y sch. bd.

KANSAS.

Parsons will vote on issuing \$30,000 bonds to erect new school buildings. Address E. V. Stevens, mayor.

KENTUCKY.

Stanford will build two state schools of reform. Write W. P. Walton, sec'y.

LOUISIANA.

Baton Rouge will erect a new building for the Louisiana state university. Cost \$30,000.

MARYLAND.*

Annapolis will erect a schoolhouse. Cost \$12,000. Address F. E. Wathen, care of sch. bd.

Baltimore.—The Presbytery of Baltimore has bought the old New Windsor college in Carroll county for \$15,444. It will be renovated and enlarged by the New Windsor College Company.—will build a schoolhouse cor. of Chappell and Carey Sts. Address Benj. B. Owens, inspector of buildings.
Eckhart will erect a schoolhouse. Cost \$5,000. Address Herman Schneider, arch.

MASSACHUSETTS.

Boston will erect primary schoolhouse. Address John Lyman Faxon, arch., room 53, 7 Exchange Pl.

Fall River will erect a schoolhouse; cost \$30,000. Address Joseph M. Darling, architect.

Leominster will erect a high school on Pleasant street.
Salem will enlarge high school building. Cost about \$40,000
Somerville will erect the Glines grammar school. Address D. E. Gould, architect, 42 Court street, Boston.

South Framingham will erect primary school on Irving street; cost \$12,000. Address S. Anderson & Son, Peterboro, N. H.

Springfield will erect a high school to cost \$225,000. Address Hartwell & Richardson, architects, Boston.

Waltham will build four-room addition to the Newhall school. Cost \$15,511. Address S. S. & H. N. Lawrence, of Fitchburg.

Wayland will erect school-house. Address Dwight & Chandler, architects, 6 Beacon street, Boston.

Westfield will erect schoolhouse. Address A. W. Holton, architect, Park's block.

MICHIGAN.

Detroit will build schoolhouse to cost \$25,000.—Will erect another schoolhouse; cost \$8,000. Address Malcomson & Higginbotham, architects, 53 Moffat building.

Honor will build school-house. Address Earl H. Mead, architect, Lansing.

Lansing will erect a school house. Address Earl H. Mead, architect.

West Branch will build a school-house. Address G. Thielman, director.

MINNESOTA.

Eden Valley will build addition to school-house. Address T. W. Ackerman, clerk.

Elysian will erect schoolhouse. Address Mrs. Rosa Williams, clerk.

Lakefield will erect a schoolhouse. Address D. L. Riley, president, board of education.

Lamberton will erect schoolhouse in Independent school district 31. Write Frank Clague, clerk, board of education.

Mazeppa will erect a schoolhouse. Cost \$7,500. Address J. L. Rood, contractor, St. Paul.

Richfield will erect two schoolhouses for district No. 132, Hennepin county. Address Harry W. Jones, architect, 916 Lumber Exchange building, Minneapolis.

Whitebear Lake will build schoolhouse. Address H. Kretz & Co., architects, 1016 New York Life building, St. Paul.

MISSOURI.

Carthage will erect a schoolhouse to cost \$7,000. Address Joe A. Frather, architect.—Will erect another schoolhouse. Address J. N. Howard.

Greenfield will erect a high school. Cost \$15,000. Address Reed & Heckenlively, architect, Springfield, Mo.

Kansas City bonds to the amount of \$253,000 have been issued for schools.

Nevada will erect a schoolhouse to cost \$15,000. Write H. M. Hadley, architect, Topeka, Kans.

Springfield will erect a schoolhouse to cost \$8,000; will also erect a schoolhouse to cost \$3,000. Address Kime Brothers.

St. Louis will remodel New Attuk school, Eighth and Barry streets. Address A. H. Kirchner, architect.—Will furnish heating and ventilating apparatus in various schools. Address A. H. Kirchner, architect, Ninth and Locust streets.—Will erect a new Gardenville school. Address John Kissner, chairman.

MONTANA.

Anaconda will build schoolhouse; cost \$20,000. Address Chas. Lane, architect.

Butte will erect School of Mines; cost \$90,000. Address John C. Paulsen, architect, Helena.

Dillon will erect normal school; cost \$45,000. Address John C. Paulsen, architect, Helena.

NEBRASKA.

Garden City will make improvements to schoolhouse. Address S. F. Stiles, director, Fremont, Neb.

Ravenna will build a five-room addition to schoolhouse; cost \$6,000. Write A. H. Dyer, architect, Fremont.

NEW JERSEY.

Summit will erect a schoolhouse; cost \$3,000. Address Rev. G. A. Varsallo.

NEW YORK.

Binghamton will erect schoolhouse on Pennsylvania avenue. Write J. E. Rogers, pres. bd. of edu.—will also erect schoolhouse on St. John avenue. Write J. E. Rogers, pres. bd. of edu.

Brooklyn will erect schoolhouse for Pratt institute. Cost \$17,000. Write W. B. Tubby, Arch., 81 Fulton street, N.Y. city.—will make improvement to various school buildings. Write Supt. of Bd. of Edu., 131 Livingston St.—will erect new buildings and make improvements to grounds of St. John's Home for Boys, St. Marks ave. Cost \$25,000.—will erect gymnasium building for Prospect Park branch of the Young Men's Christian association.

Buffalo will heat and ventilate school No. 37. Cost \$8,745. Write Irlbacker & Sons.—will erect 17-room school building. Write R. G. Parsons, sec'y pub. works.—Sealed proposals will be received by department of public works for finishing two additional rooms in school No. 30; for two additional rooms in school No. 40; for three additional grade rooms in school No. 55, and supplying heating apparatus in schools No. 15 and 28. Write R. G. Parsons, sec'y of dept.—will make improvements to various schools. Write R. G. Parsons, sec'y.

Eastwood will erect a schoolhouse. Cost \$5,000. Write Mr. James L. Jones.

Mount Vernon will erect a high school building. Address T. E. Skinner, chairman b'd'g com.

New Rochelle will vote on issuing \$50,000 for school house purposes.

New York city will erect schoolhouse on Union ave., near 149th St.; cost \$100,000. Address C. B. J. Snyder, arch., 146 Grand St.—will alter a school building. Address Jos. J. Little, 146 Grand St.—will erect a college cor. 119th St. and Boulevard for the Barnard college; cost about \$160,000. Address Lamb & Rich, archs., Syndicate building.

Olean will erect a schoolhouse. Cost \$12,000. Address Pierce & Bickford, archs., Elmira.

Poughkeepsie will build dormitory for Vassar college; cost, \$100,000. Address F. R. Allen, arch.

NORTH CAROLINA.

Charlotte.—The Lutherans will erect a college to cost from \$50,000 to \$75,000.

Madison will erect a church and school-room. Address Rev. W. H. Wilson.

NORTH DAKOTA.

Buxton will erect a schoolhouse. Write Geo. J. Longfellow, clerk of school board.

Edinburg will erect a schoolhouse. Address Henry Stewart, clerk.

Mayville will erect schoolhouse. Address J. W. Ross, arch., Grand Forks.

Oberon will erect schoolhouse. Write C. E. Crandall, arch., Fort Totten.

OHIO.

Beallsville will build schoolhouse; cost \$6,000. Address J. H. Arnold, secretary of board.

Chillicothe will erect schoolhouse. Write G. R. Whitehurst, clerk Deerfield township.

Cincinnati will build schoolhouse; cost \$65,000. Address H. E. Siter, arch., Third and Walnut streets.—Same architect has prepared plans for school to be erected at Avondale. Cost \$50,000.—Eighteen-room school building will be erected. Address J. E. Corman, chairman.

Cleveland will erect school-building on the Quincy school lot.—Will build annex to Buhrer school-building. Write H. Q. Sargent, school director.—Will erect a high school for the South side.—Bids will be received for furnishing the Barkwell and Willard school-buildings and the annex to the Clark school. Write H. Q. Sargent, School director.

Columbus will erect an agricultural building, a biological building, an armory and gymnasium for the Ohio State university. Address board of trustees.—Will build schoolhouse. Write John W. Garrett, clerk board of education, Clinton township.

Fremont will build additions to West State street schoolhouse.—Will also remodel Croghansville Hill school-building. Write E. S. Bingman, clerk board of education.

Geneva will furnish heating apparatus to the high school building. Address A. T. Simmons, president.

Greenville will erect a schoolhouse. Address B. D. Lecklider, clerk.

Guysville will erect schoolhouse. Write C. H. Copeland, clerk.

Hamilton.—Sealed proposals will be received for furnishing heating and ventilating apparatus for fourth ward schoolhouse. Write John Kaefler, clerk.—Will erect a new schoolhouse. Address J. W. Jones, clerk.

Hicksville will erect a schoolhouse. Write Geo. H. Ferris, clerk.—Bids will be received for furnishing heating apparatus in schoolhouse. Address Geo. H. Ferris, clerk.

Hiramburg will erect a schoolhouse in district No. 8. Write Geo. W. Kackley, Noble township.

Lawrence Township will erect a schoolhouse. Write D. N. Hendershot, clerk board of education.

Lima will receive bids for furnishing balcony, stairway, and fire escape to school-building. Address Anna M. Vicary, clerk.

Lisbon will erect a new schoolhouse. Cost \$22,000.

Springfield will build annex to high school. Cost \$26,500. Write Robert Gotwald, arch.

St. Clairsville will build addition and make improvements to schoolhouse. Write John W. Ritchey, clerk Wheeling township.

Thurston will erect a schoolhouse. Write E. E. Hito, clerk.

Toledo will erect schoolhouse. Cost \$10,000. Write E. O. Fallis, arch., Wasby bldg.—Will build addition to Illinois street schoolhouse. Cost \$8,000. Write John Downey, arch., National Union bldg.—Will erect a central high school building.—Write Messrs. Bacon & Huber, archs., Spitzer bldg.—Will erect schoolhouse cor. Stebbins Ave. and Newberry street. Write H. W. Compton, clerk board of education.—Will erect schoolhouse in Washington township. Write W. N. Smith, pres.—Will receive proposals for heating and ventilating new high school. Write Arch. Bacon & Huber.

Wauseon will erect schoolhouse. Write G. W. Lee, clerk of Chesterfield township, Fulton county.

Welshfield will erect schoolhouse. Address A. W. Rust, arch., Painesville.

RHODE ISLAND.

Lonsdale will erect a schoolhouse. Address C. H. Learned.

Providence will erect an East Side school. Cost \$20,000. Address Wm. Gilbane & Bro., Con.—will erect grammar schoolhouse on Broad St. Cost \$60,000. Address Hartwell, Williams & Kingston, Con.

SOUTH DAKOTA.

Chamberlain will erect a Government school. Cost \$25,000.

Deadwood will erect a schoolhouse in district No. 75. Address J. J. Donnelly, clerk, lockbox 197, Terry.

Rapid City will erect a Government school. Cost \$25,000.

St. Onge will erect a schoolhouse. Address N. Bergeron, arch., Lead.

Vebien will erect two schoolhouses. Address J. D. Stanley, clerk of school board.
 Vermillion will erect a schoolhouse. Address W. W. Trent, secretary of school board.
 Woonsocket will repair four schoolhouses. Address W. W. Wood, clerk of school board.
 Yankton will erect schoolhouse. Cost \$10,000. Address W. L. Dow, arch., Sioux Falls.

TENNESSEE.

Chattanooga.—Bids will be received for 800 single and 400 school desks. Address A. T. Barrett, superintendent of schools.
 Jellico will erect schoolhouse. Cost about \$6,000. Address R. R. Baird, chairman board of education.

TEXAS.

Houston will furnish supply to schools. Address Rufus Page, chairman.

UTAH.

Eureka will erect an eight-room school-house; cost \$15,000. Address W. E. Ware, architect, 68 Hooper block, Salt Lake City.
 Spanish Fork will erect a schoolhouse. Address D. T. Lewis, secretary of school board.

VERMONT.

Rutland will erect schoolhouse. Cost \$15,000. Address school board.

VIRGINIA.

Newport News will erect two schoolhouses; cost \$40,000.

WEST VIRGINIA.

Moundsville.—Bids will be received for furnishing new school now being erected. Address Jas. A. Sigafosse, secretary.
 West Liberty will build additions to the normal school.—Bids will be received for steam heating apparatus. Address Virgil A. Lewis, president, board of regents.

Wheeling will erect a new parish school for St. Joseph's Cathedral. Write Wood Bros., contractors.

WISCONSIN.

Appleton will erect a schoolhouse; cost \$25,000. Address school board.
 Milwaukee will build a schoolhouse cor. of Twentieth and Brown streets.—Will build addition to primary school building on Winchester and Mound streets. Address G. H. Benzenberg, Com.—Bids will be received for furnishing 600 adjustable desks for the new West Side high school. Address S. J. Brockman, Com.
 Oconomowoc will build a schoolhouse. Address D. R. Anderson, clerk.
 Oshkosh will receive bids for furnishing plumbing and heating plant for the Smith school building. Address Wm. Waters, architect.

New Text-Books for the Month.

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

AUTHOR.	TITLE.	Pp.	BINDING.	PRICE.	PUBLISHER.
Adams, George B.	The Growth of the French Nation	350	Cloth	1.00	Flood & Vincent
Andrews, G. A.	Composite Geometrical Figures	63	"	.55	Ginn & Co.
Baker, George Pierce	Midsummer Night's Dream	"	"	.60	Longmans, Green, & Co.
Bell, Alex. Melville	English Visible Speech	"	Boards	.50	New York Institution for Deaf Mutes, Rochester, N. Y.
Brownell, W. C.	French Traits	316	Cloth	1.00	Flood & Vincent
Coleridge, E. P.	Res Romanæ	178	"	.70	Macmillan Co.
Cromer, F. Gillum	United States Historical Outlines	116	"	.50	F. Gillum Cromer, Franklin, O.
Deighton, K.	Shakespeare's Tempest	153	"	.40	Macmillan Co.
"	Macaulay's Lord Clive	146	"	.40	"
"	Greek Composition Tablet	"	"	.25	Ginn & Co.
D'Ooge, B. L.	Ellsworth New Reversible Copy Books No. 1.	"	Paper	.65; or .60 per doz.	H. W. Ellsworth
Ellsworth, H. W.	Stories from American History	178	Cloth	.50	A. Flanagan
"	Epochs in " "	294	"	.50	"
Flaminio, James	The Art of Reading and Speaking	250	"	1.10	Edwin Arnold
Frye, Alex. E.	Home and School Atlas	48	"	1.15	Ginn & Co.
Hall & Knight	Elementary Algebra	516	"	1.10	Macmillan Co.
Howe, Herbert A.	A Study of the Sky	340	"	1.00	Flood & Vincent
Holmes	New Series of Drawing Books. 1, 2, 3.	"	Paper	"	C. M. Barnes
Jones, J. W.	School History of the United States	454	"	"	H. H. Woodward Co.
Mason, Luther Whiting, and others	Educational Music Course—First Reader	90	Boards	"	Ginn & Co.
Mason, Luther Whiting, and others	Second Reader	90	"	"	"
Mason, Luther Whiting, and others	Third Reader	122	"	"	"
Metcalf, Robert C. & Bright, Orville T.	Language Lessons—Part II.	253	Cloth	.55	American Book Co.
Meyer, Wm. J.	An Inductive Manual of the Straight Line and Circle	113	"	"	Wm. J. Meyer, Fort Collins, Colo.
Manafey, J. P.	A Survey of Greek Civilization	340	"	1.00	Flood & Vincent
Morley, Margaret W.	Seed Babies	75	Boards	"	Ginn & Co.
Peterman, Alex. L.	Elements of Civil Government	282	Cloth	.60	American Book Co.
Phillips A. W. & Fisher, Irving	Elements of Geometry	548	Hf. Leather	1.75	Harper & Brothers
Quackenboss, John D.	Practical Rhetoric	477	Cloth	"	Ameri an Book Co.
Rippmann, Walter (Ed.)	Twenty Stories from Grimm	246	"	.90	Macmillan Co.
Robertson, C. G.	The Faking of the English Nation	113	"	.50	Charles Scribner's Sons
Robinson, H. M.	Key to Robinson's New Higher Arithmetic	150	"	1.00	American Book Co.
Sihler, K. E.	Die Vierzehn Nothelfer	125	Boards	"	"
Smith Herbert A. (Ed.)	Macaulay's Essay on Milton	82	Paper	"	Ginn & Co.
Stickney, J. H.	Pets and Companions: A Second Reader	77	Boards	.40	"
Strong, Frances L.	All the Year Round: A Nature Reader—Part 2	110	Cloth	.35	"
Spanhoofd, A. W. (Ed.)	Krambambuli	77	Boards	"	American Book Co.
Tarbell Frank B.	A History of Greek Art	205	Cloth	1.00	Flood & Vincent
Veteran	Initiatory Readings	153	Cloth	.75	Wm. R. Jenkins
Wagner, Han. (Ed.)	Pacific Nature Stories	153	Hf. Leather	.60	The Wauitaker Ray Co.
White, E. E.	School Algebra	304	"	1.00	American Book Co.
Wisely, J. B.	Languages for the Grades	174	Cloth	"	Inland Book Co.
"	A New English Grammar	227	"	"	"
Wright, W. Aldis	Macbeth	125	"	.45	"
"	Anthony and Cleopatra	183	"	"	"
Boname, Louise C.	The Study and Practice of French in School. For Beginners—Part I.	123	Cloth	"	Louise C. Boname, 258 So. 16 St., Phila.
"	The Study and Practice of French in School. For Intermediate Classes—Part II.	227	"	"	"
"	A Manual Common of School Law.	292	"	1.00	"
Bardeen, C. W.	Macaulay's Life of Samuel Johnson.	110	"	"	C. W. Bardeen
Buehler, Huber Gray, (Ed.)	C. Sallustii Crispi Opera.	309	"	"	Longmans, Green & Co.
Clark, Thomas, (Tr.)	Coverley Papers from the Spectator.	120	"	.40	David McKay, Phila.
Deighton, K. (Ed.)	A Study in School Supervision and Maintenance.	173	Boards	"	Macmillan Co.
Fellows, Henry C.	Nature's Byways.	118	"	.35	Crane & Co., Topeka, Kan.
Ford, Nellie Walton	Autobiography.	206	"	"	The Morse Co.
Franklin, Benjamin	Milton's Paradise Lost—Books I. and II.	112	Cloth	.50	American Book Co.
Hale, Edw. E., Jr. (Ed.)	Apollonius of Perga. Treatise on Conic Sections.	254	"	3.75	Longmans, Green, & Co.
Heath, T. L. (Ed.)	Oliver Goldsmith's The Vicar of Wakefield.	205	"	"	Macmillan Co.
Jordan, Mary A.	The Turtles, Snakes, Frogs, and Other Reptiles and Amphibians of New England and the North.	47	Paper	.50	Longmans, Green, & Co.
Knobel, E.	Elements of Orthocopy.	208	Cloth	1.25	Bradlee Whidden
Larison, C. M.	The Sir Roger De Coverley Papers from "The Spectator."	174	"	"	Fonic Pub. House, Ringos, N. J.,
Lowell, D. O. S. (Ed.)	Robert Southey's Life of Nelson.	302	"	"	Longmans, Green, & Co.
"	Idiomata Linguae Latine Fasc. I.	17	Paper	.25	German Pub. House 1134 Pearl St., Cleveland, O.
Miller, Edwin L.	Geometry for Kindergarten Students.	196	Cloth	.90	Macmillan Co.
Mueller, Joachim C.	The First Ten Numbers.	30	Paper	.10	Rheude's Business College, Milwaukee, Wis.
Pollar, Adeline	How to see the Point and Place It	40	"	"	John J. Scott
Rheude, Anton	A Brief Course in Scientific Temperance.	90	"	.25	A. Flanagan
Scott, John G.	Elementary Practical Physics.	258	Cloth	.90	Longmans, Green, & Co.
Tidd, A. L.	Rand-McNally Elementary Geography	152	"	"	Rand, McNally & Co.
Watson, W.					

TEXT BOOKS FOR

DIRECTORY.

SCHOOLS AND COLLEGES.

The following list of school and college text-books most largely in use in the United States, has been prepared for the convenience of superintendents, principals, and school officials. From time to time special lists of books will be taken up in THE JOURNAL and reviewed as has been done with Vertical Writing and School Music Systems.

ABBREVIATIONS.—When a firm has several branches always address the nearest branch. Mention THE SCHOOL JOURNAL when writing.

A. & B., Allyn & Bacon, Boston.
A. B. C., American Book Co., New York, Cincinnati, Chicago, Boston, Phila., Atlanta, Portland, Ore.
A. & M., Armstrong & Son, New York.
A. S. B. & Co., A. S. Barnes & Co., New York.
Appleton, D. Appleton & Co., New York & Chicago.
C. M. B. Co., C. M. Barnes Co., Chicago.
W. L. B. & Co., W. L. Bell & Co., Kansas City, Mo.
E. H. B. & Co., E. H. Butler & Co., Philadelphia.
W. H. C., W. H. Cline, New York.
E. & Bro., Eldridge & Bro., Philadelphia.
F. & Co., Franklin Pub. Co., New York and Chicago.
P. & W. Co., Funk & Wagnall Co., New York.
H. M. & Co., Houghton, Mifflin & Co., Boston, New York & Chicago.
Harper, Harper & Bros., New York.
H. H. & Co., Henry Holt & Co., New York.
W. R. J., W. R. Jenkins, New York.
L. S. & S., Leach, Shewell & Sanborn, Boston and New York.
L. & S., Lee & Shepard School Book Co., Boston.
J. B. L. Co., J. B. Lippincott Co., Philadelphia.
L. G. & Co., New York and London.
Lowell, A. Lowell & Co., New York.
M. H. & Co., Maynard, Merrill & Co., New York.
Macmillan Co., Macmillan Co., New York and Chicago.
D. McK., David McKay, Philadelphia.
Phone Inst., Phonographic Institute, Cincinnati.
Pitman, Isaac Pitman & Sons, New York.
J. E. P. & Co., J. E. Potter & Co., Philadelphia.
P. & P., Potter & Putnam, New York.
P. T. B. Co., Practical Text-Book Co., Cleveland, O.
Prang, Prang Educational Co., Boston, New York and Chicago.
C. S. Co., Christopher Sower Co., Philadelphia.
N. F. & Co., Scott, Foresman & Co., Chicago.
Scribner, Chas. Scribner's Sons, New York.
Sheldon, Sheldon & Co., New York.
S. H. & Co., Silver, Burdett & Co., Boston, New York and Chicago.
T. B. & Co., Thompson, Brown & Co., Boston.
U. P. Co., University Publishing Co., New York, Boston, and New Orleans.
Werner, Werner School Book Co., Chicago, New York, and Boston.
W. P. House, Western Publishing House, Chicago.
W. & H., Williams & Rogers, Rochester, N. Y.
Wiley, Jno. Wiley's Sons, New York.

Algebra.

Millne's, A. B. C.
Sensengut's (4), M. M. & Co.
Thomson's, U. P. Co.
Venables' (2), U. P. Co.
Sanford's, Werner
Giffin's, L. S. & S.
Waller's (4), L. S. & S.
McCurdy's, J. B. L. Co.
Perrin's, Ginn & Co.
Wentworth's (7), E. H. B. & Co.
Hull's, C. Sower Co.
Brooks', E. & Bro.
Wilson's, Allyn & Bacon
Taylor's, D. C. H. & Co.
Bower's (2), D. C. H. & Co.
Hall & Knight's Elem. (2), Macmillan
Smith's Stringham, L. G. & Co.
Freeland, L. G. & Co.
Bradbury & Emery's, T. B. & Co.
Bradbury & Emery's, T. B. & Co.
Benedict's, A. & Son
Newcomb's C'ge, H. H. & Co.
Collins, S. F. & Co.
Sheldons (4), Sheldon
Olney's (4), Harper

Arithmetics.

Appleton's, A. B. C.
Bailey's, A. B. C.
Dubb's Mental, A. B. C.
Ficklin's, A. B. C.
Harper's (2), A. B. C.
Kirk & Sabina's (2), A. B. C.
Millne's (2), A. B. C.
Ray's (5), A. B. C.
Robinson's (7), A. B. C.
White's (3), A. B. C.
Thomson's (4), M. M. & Co.
Venables' (3), U. P. Co.
Sanford's (4), U. P. Co.
McHenry & Davidson, Werner
Werner Mental, Werner
Raub's (2), Werner
Peck's (2), Lovell
Hobbs, Lovell
Wells, L. S. & S.
Southworth's, L. S. & S.
Greenleaf's (3), L. S. & S.
Normal Course (2), S. B. & Co.
Prince's (3), Ginn & Co.
Wentworth's (4), Ginn & Co.
Wentworth & Hill (2), Ginn & Co.
Hull's (2), E. H. B. & Co.
New American (3), E. H. B. & Co.
Brooks' (7), C. Sower Co.
Brooks' Union (3), C. Sower Co.
Hall's (2), S. F. & Co.
Business Arith., W. & R.
Mental, W. & R.
Atwood's (2), D. C. H. & Co.
Walsh's (2), D. C. H. & Co.
White's (2), D. C. H. & Co.
Colburn's 1st Lessons, H. M. & Co.
Smith Harrington, Macmillan
Bradbury (6), T. B. & Co.
Bradbury sight, T. B. & Co.
Cogswell's less in Num., Sheldon
Sheldon Ele., Sheldon
Stoddard's, Sheldon
New Franklin, (2) Sheldon
Harper Adv., Harper
Brooks New Mental, C. S. & Co.
Werner's (3), Werner

Art.

Brown, Scribner
D'Anvers, Scribner
Hunt, Scribner
Foynter, Scribner
Rosengarten, Scribner

Astronomy.

Bowen's, A. B. C.
Steele's, A. B. C.
Sharpless & Phillips, J. B. L. Co.
Ball's Sturland, Ginn & Co.
Young (4), Ginn & Co.
Newcomb's, Harper
Barlow & Bryan, W. B. Cline

Bookkeeping.

Bryant Stratton's Com., A. B. C.
Sch., A. B. C.
Bryant Stratton's High, A. B. C.
School, A. B. C.
Eaton's (2), A. B. C.
Eclectic, A. B. C.
Marshall's (2), A. B. C.
Werner, Werner
Gay's (3), Ginn & Co.
Lyte's, C. Sower Co.
Complete Book'pgs., W. & R.
Introductory, W. & R.
Grosbeck's (3), E. & Bro.
Seav's, D. C. H. & Co.
Chaw's Practice Book, D. C. H. & Co.
Meerserv's Book's (6), T. B. & Co.
Gilbert's, S. F. & Co.
Sandy's Am. Acct., U. P. Co.
Duff's, Harper
Progressive, P. T. B. Co.
Mercantile, P. T. B. Co.
Complete, P. T. B. Co.

Botany.

Aggar's Plant Analysis, A. B. C.
Aggar's Trees of N. U. S., A. B. C.
Gray's (5), A. B. C.

Wood's (5), Ginn & Co.
Bergers' Plants, Ginn & Co.
Newell (4), Allyn & Bacon
Macbride's, Allyn & Bacon
Nelson's, D. C. H. & Co.
Bairding's, D. C. H. & Co.
Bessie's French, H. H. & Co.
Dana's Wild Flowers, Scribner
Geddes', Scribner

Charts.

Tooke's Reading, W. & R.
Mac Coun's Hist. (30), S. B. & Co.
Reading Charts, S. B. & Co.
Normal Music (2), S. B. & Co.
Monroe's, E. H. Butler
Parker's Arith., E. H. Butler
Script Reading, P. & P.
Excelsior Map, P. & P.
Vertical Script Reading, P. & P.
Whitting's Music, (2) D. C. H. & Co.
Duntoulan Writing, T. B. & Co.
Complete School Chart, P. T. B. Co.
Bell's Kansas Port., W. L. B. & Co.
Bell's Com. Sch. Ch., W. L. B. & Co.
Merrill's Vertical Penmanship, M. M. & Co.
Mills Phys., E. & Bro.

Chemistry.

Cooley's (3), A. B. C.
Keiser's Laboratory Work, A. B. C.
Steele's Popular, A. B. C.
Morer's Lindsa's El., A. B. C.
Burnett's Inorganic (2), S. B. & Co.
Mead's, J. B. L. Co.
Greene's, J. B. L. Co.
Wurtz's Elements, Ginn & Co.
William's (2), Allyn & Bacon
Benton's, D. C. H. & Co.
Remsen's Organic, D. C. H. & Co.
Shepard's Inorganic, D. C. H. & Co.
Richardson's—Prin. of, Macmillan
Hopkins—Physics, L. G. & Co.
Cooke's (2), Appleton
Roscoe & Schorlemmer's, Appleton
Remsen's (3), H. H. & Co.
Roscoe & Lunt Inor., Macmillan
Avery's complete, Sheldon
Houston's (2), E. & Bro.

Civics, Sociology.

Andrew's Man. of Const., A. B. C.
McClary's Stu. in Civ., A. B. C.
Peterson's Civil Gov., A. B. C.
Townsend's, A. B. C.
Coker's, Harper
Young's, "M. M. & Co.
Hinsdale's Am., Werner
Griffin's Civics, Lovell
Higley's Civil Gov., (2) S. B. & Co.
Potter's Am. Civics, J. E. P. & Co.
U. S. Civil Gov., W. & R.
Thorpe's, (13) E. & Bro.
Brewster's Const., D. C. H. & Co.
Doie's Am. Citizen, Macmillan
Gide's Political Economy, Macmillan
Bache's Am. Hist., L. S. & S.
Higley's Civil Gov., Lovell
Fiske's, H. M. & Co.
Stearns's Const. of U. S., A. & Son
Walker's Pol. Economy, H. M. & Co.
Messer's Pol. Econ., T. B. & Co.
Gidding's Soc., Macmillan
Willoughby's Nature of State, Macmillan
Chapin's Pol. Econ., Sheldon
Clement's Civil Gov., Lovell
Patton's Pol. Econ., Lovell

Composition & Rhetoric.

Butler's Sch. Eng., A. B. C.
Waddy's Comp. & Rhet., A. B. C.
Hill's (2), Harper
Phillips', U. P. Co.
Hill's (2), M. M. & Co.
Kellogg's (2), M. M. & Co.
Genung's Rhetoric, Ginn & Co.
Newcomer Comp., Ginn & Co.
Hart's Comp. & Rhet., E. & Bro.
Carpenter's, H. H. & Co.
Clark's Rhetoric, H. H. & Co.
Chittenden's, Griggs
Hill's, Sheldon
Phipps Rhet., Scribner
Wendell Comp., Scribner
Frink Rhet., Allyn & Bacon
Keeler & Davis, Allyn & Bacon

Dictionaries.

Anthony's (2), Harper
Chauvenet's Greek, Harper
Harper's Latin, Harper
Lewis', Harper
Liddell & Scott's Gr-Eng. (3), Harper
Smith's Eng. Latin, Harper
Thayer's Greek Eng., Harper
Jannaris's Eng.-Greek, Harper
Everybody's Dict., P. T. B. Co.
Brown's Faldeman, P. T. B. Co.
Worcester's (3), J. B. L. Co.
Heath's Ger.-Eng., D. C. H. & Co.
French-Eng., D. C. H. & Co.
Anglo Sax. Dict., A. S. B. & Co.
Davis & Peck, Math. Macmillan
Constanseau Fr-Eng., L. G. & Co.
Smith's Classical, Appleton
Spiers & Surenne's Fr-Eng., Appleton

Economics.

Andrew's, S. B. & Co.
Descriptive Eco., W. & R.

English Classics.

Eclectic (32), A. B. C.
Rolf's (7), Harper
Rolf's Shakespeare, Harper
Rolf's Select Eng. (6), Harper
Student's Series (25), L. S. & S.
Baldwin's (5), S. B. & Co.
Bradley's, Allyn & Bacon
Boyd's (7), A. S. B. & Co.
Eng. Classics (34), Macmillan
Eng. Classics (21), L. G. & Co.
Maynard's Series, (184) Macmillan
Rolf's Poetry, (11) H. M. & Co.
Riverside Lit. Series, (107) H. M. & Co.
Modern Classics, (34) H. M. & Co.
Masterpieces of British Lit., H. M. & Co.
Academy Series, Allyn & Bacon

Etymology & Orthography.

Kennedy's (3), A. B. C.
Swinson's, A. B. C.
Skeat's, Harper
Wheeler's Ety. (3), E. & Bro.
Kellogg & Needs, M. M. & Co.
Sargent's Ety., E. H. B. & Co.

French.

Dreyfuss's (2), A. B. C.
Duff's, A. B. C.
Mazzarelli's (2), A. B. C.
Synne's 1st year, A. B. C.
Worman's (4), M. M. & Co.
Ketel's (3), M. M. & Co.
De Rougemont's, M. M. & Co.
Maynard's French, M. M. & Co.
French in 3 mos., Pitman
Ginn's French (21), Ginn & Co.
Magill's Gram., C. Sower Co.
Wagon's Mod. Fr. Writ (4), C. Sower Co.
Chardeau's (4), Allyn & Bacon
Rollin's Reader, Allyn & Bacon
Edgren's Gram. (2), D. C. H. & Co.
Grandgent's (3), D. C. H. & Co.
Grandgent's Les. (3), D. C. H. & Co.
Super's Reader, D. C. H. & Co.
Fasnacht (4), Macmillan
Fasnacht (2) Comp., Macmillan
Fasnacht (2) Readers, Macmillan
Russell's M. Auth (21), L. G. & Co.
Bercy (11), W. R. Jenkins
Bernard (4), W. R. Jenkins
Copper (3), W. R. Jenkins
Fontaine (3), W. R. Jenkins
Bore's Grammar, H. H. & Co.
Joyne's, Otto (3), Ginn & Co.
Whitney's Grammar (3), Ginn & Co.
Breg's Guide, E. & Bro.

Geometry & Trigonometry.

Davies' Geom. & Trig. (3), A. B. C.
Hornbrook's Geom., A. B. C.
White's Geom. (2), A. B. C.
Wells' Geom. (2), L. S. & S.
Trig. (4), L. S. & S.
Nichol's Geom., L. S. & S.
Barlow's, L. S. & S.
Chauvenet's Geom., J. B. L. Co.
Chauvenet's Trig., J. B. L. Co.
Potter's Geom., J. E. P. & Co.
Hill's Geom. (3), Ginn & Co.
Wentworth's Geom. (2), Ginn & Co.
Wentworth's Geom. & Trig., Ginn & Co.
Wentworth's Trig. (3), Ginn & Co.
Brooks' Geom., C. Sower Co.
Geom. & Trig., C. Sower Co.
Bower's P. & S. Geom., D. C. H. & Co.
Hopkins' Geom., D. C. H. & Co.
Hunt's, D. C. H. & Co.
Edwards', Macmillan
Smith's, Macmillan
Hall & Knight Trig., Macmillan
Lock's Trig. (3), Macmillan

Bradbury's Geom. (3).

" Trig., T. B. & Co.
Newcomb's Geom., H. H. & Co.
Kugwin's, H. H. & Co.
Welsh's Geom., J. B. L. Co.
Crawley's Trig., J. B. L. Co.
Olney's Geom., J. B. L. Co.
Trig., J. B. L. Co.
Geom. & Calculus, U. P. Co.
Loomis Geom. & Trig., Harper

Geographies.

Appleton's (3), A. B. C.
B. rces', A. B. C.
Eclectic (2), A. B. C.
Harper's (2), A. B. C.
Niles' (3), A. B. C.
Swinson's (2), A. B. C.
Maury's (3), U. P. Co.
Tilden's (2), L. S. & S.
Foster's (4), J. E. P. & Co.
Frye's (2), Ginn & Co.
Butler's (4), E. H. B. & Co.
Warren's (5), E. H. B. & Co.
Worman's (4), E. H. B. & Co.
Houston's Physical, E. & Bro.
Tarr's Physical, Macmillan
Longman's, L. G. & Co.

German.

Dreyfuss's (4), A. B. C.
Eclectic (6), A. B. C.
Keller's, A. B. C.
Vandermissen's, A. B. C.
Worman's (4), A. B. C.
Ladder's, A. B. C.
German in 3 mos., Pitman
Schmitt's German, J. B. L. Co.
Ginn's German (12), Ginn & Co.
Brandt's Reader, Allyn & Bacon
Harris (2), D. C. H. & Co.
Joyne-Melless Gram., D. C. H. & Co.
Fasnacht's Prog. (4), Macmillan
Fasnacht's Comp. (2), Macmillan
Beresford-Webb Modern (10), L. G. & Co.
Brackley & Freedlander, Ger. & Eng., L. G. & Co.
Eng., L. G. & Co.
Joyne, Otto (4), H. H. & Co.
Otto's Grammar, H. H. & Co.
Thomson's, H. H. & Co.
Whitney's, H. H. & Co.
Schmitt's Ele. (2), Sheldon
Martin's (4), Werner

Greek.

Coy's Beginners, A. B. C.
Gleason & Atherton's, A. B. C.
Eggleston's, A. B. C.
Hadley & Allen's Gram., A. B. C.
Harkness' 1st Book, A. B. C.
Harper & Castle's Primer, A. B. C.
Harper & Wallace's, A. B. C.
Xenophon, A. B. C.
Johnson's 3 books of Iliad, A. B. C.
Keep's Greek Lessons, A. B. C.
Keep's Herodotus, A. B. C.
Merriam's, Harper
Clark's Xenophon, D. McKay
Clark's Homer, D. McKay
Clark's Homer, D. McKay
Finger's (Thucydides), Ginn & Co.
Fowler (Thucydides), Ginn & Co.
Goodwin Grammar, Ginn & Co.
Goodwin & White (Xenophon), Ginn & Co.
Jebb, Homer, Ginn & Co.
Liddell Scott, Lexicon, Ginn & Co.
Greek Classics (27), Ginn & Co.
Keep's Iliad, Allyn & Bacon
Kelsey's Xenophon, Griggs
Baire, 1st Lesson, Griggs
Syntax, Griggs
Greek Classics Ele. (23), Macmillan
Yonges Lexicon, Harper

U. S. History.

Barnes (2), A. B. C.
Eclectic (2), A. B. C.
Hunt's (2), A. B. C.
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White's, A. B. C.
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Ellis', Werner
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Am. Hist. Leaflets, Lovell
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English Histories.

Lancaster's, A. B. C.
Welsh's, A. B. C.
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Green's, Harper
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Montague's Constal, L. G. & Co.
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Mowle's, L. S. & S.
Wilder's Hand Book, Harper
Hames', L. S. & S.
Smith's, L. S. & S.

General History.

Barnes' Hist. of Wld., A. B. C.
Swinson's Outlines, A. B. C.
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Andrews', Ginn & Co.
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Anderson's, M. M. & Co.
Flora Universal, H. M. & Co.
Epochs of Mod. Hist., (18) Scribner

Roman History.

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Trask's Ref. Hand-book, L. S. & S.
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Greek History.

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Thalheimer's, A. B. C.
Myers', Ginn & Co.
Oman's, L. G. & Co.
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Levon's Literature, Scribner
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Ancient History.

Barnes' Brief History, A. B. C.
Thalheimer's Manual, A. B. C.
Myers', Ginn & Co.
Anderson's, M. M. & Co.
McKall's Latin Lit., Scribner
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German History.

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Taylor's, B. Appleton
Bosmer-Literature, Scribner

French History.

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March's Anglo-Saxon, Harper
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Letters.

A Pioneer in Manual Training.

Editor of THE SCHOOL JOURNAL:—In the issue of THE JOURNAL for August 15 appears an article: "Education Employs the Activities." In the seventh paragraph you say, "Strange as it may seem," etc.—As the result of twenty years experimenting and observation in this very direction I have been conducting a small school, planned and devoted to this end; taking children from eight years old and introducing them into a modified kind of manual training having for its ground work free-hand drawing and observation, for the purpose of analyzing and arranging each child's work, and obtaining a rational basis for proceeding with the individual need of each.

Out-door studies are an important part of the work and spelling and arithmetic no longer annoy the child's but enter into and are a pleasant part of the day's employment.

I enter upon the fourth year's work in this direction next month, having gone through the stages of being considered a visionary, etc. The result in the case of the pupils has convinced a few persons that development is ahead of memorizing, and a show of knowledge which the child cannot apply.

The articles in your paper have been of great value to me during the past year, as I find I have not been "going it alone" in the demand that less be taught at a time, and that the instruction shall be made interesting enough to ensure the prompt and cheerful attendance of the scholars. A deputation of my pupils asked me to keep the school open all summer—I continued it during July and they were sorry when it was closed.

JOHN DALZIEL.

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Mr. Dalziel is one of the pioneers in manual training work. He instructed classes in this branch in Philadelphia twenty-one years ago, in the Y. M. C. A. but it had no specific name then.]

Enlarged Kindergarten Material.

EDITOR OF THE SCHOOL JOURNAL:

I notice that in your notes on the N. E. A. exhibit, as found in THE JOURNAL of August 15 you say that "the enlarged kindergarten apparatus which has been on trial at the practice kindergarten in the Worcester, Mass., state normal school and advocated by Prof. G. Stanley Hall was exhibited."

Under ordinary circumstances such a statement might as well pass unchallenged, but as in this particular instance President Hall emphatically refused to allow any assertion to be made that he indorsed this set of material before it was placed on exhibition at Buffalo, and then took occasion while he was there to say to the manufacturers that the material is not in accord with his ideas, because it is too large, I feel that in simple justice to him those facts should be stated by you. Otherwise Dr. Hall will naturally think that the manufacturers are seeking to claim his indorsement of the material against his will. This question of "enlarged material" is a burning one with the kindergartners at present and will have to be handled rather carefully by the educational press.

HENRY W. BLAKE.

Cazenovia, N. Y.

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School Law.

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DIGESTS OF RECENT DECISIONS PERTAINING TO SCHOOLS AND SCHOOL PROPERTY, ETC.

School Management.—Wrongful Exclusion.—Liability of Town.—Defence.

(1) A town or city is liable in damages for the unlawful exclusion of a child from one of its schools: (a) Where the fault for which the child was suspended was a disputed fact, and the school committee refused the application of the father for a hearing, and excluded the child until he acknowledged his fault.

(b) Where a fault for which a child was suspended was a disputed fact, and the school committee, refusing the father's application for a hearing, excluded the child until he acknowledged his fault, a finding, in an action under the public statute, for the unlawful exclusion, that the child was in fault, will not defeat the action.

Bishop vs. Inhabitants of Rowley, Mass. S. J. C., May 9, 1896.

NOTE.—The Public Statutes of Massachusetts makes a town liable in an action of tort for damages for the unlawful exclusion of a child from one of its schools.

School Districts.—Right to License Fees.—Mandamus.

(1) Moneys derived from a license granted by a village for the sale of intoxicating liquors belong to the school district in which such village is located, and must be applied to the support of the common schools in said district.

(2) *Mandamus* will lie to compel a village treasurer to pay such moneys to the proper school district, even before the expiration of the municipal year for which such license was issued.

Guthrie vs. Hester, Treas. Neb., S. C., April 7, 1896.

Board of Education.—Powers—How Exercised.—Notice.—School Appliances.—What Constitutes.—Interest of Commissioner in Contract.—Effect.—Principal and Agent.—Liabilities.—Equity.

(1) The board of education of a school district, composed of the president of the board of education and two commissioners, is a public corporation, created by statute (Code, sec. 7 c. 48) with functions of a public nature expressly given, and having no other; and therefore it can exercise no power not expressly conferred or fairly arising by necessary implication, and it can exercise its functions in no other mode than that prescribed or authorized by the statute.

(2) The members of the board acting individually and separately, and not as a board convened for the transaction of business, cannot accept a proposal or make any contract whatever that will bind them as a corporation.

(3) As a board it can incur any debt to be paid out of the school money of any subsequent year.

(4) All who deal with a board of education are charged with notice of the scope of authority, and that they can bind their district only to the extent and by such contracts as are expressly authorized by law.

(5) The board of education may, under the head of "Appliances," provide for the school-houses maps and charts; but it must be made to appear that they are not mere school books in some other form or under some other name, but something of which a few will answer the needs of all, suitable to the school, and reasonably necessary to enable the teacher to impart instruction to the pupils more efficiently in such branches as are required to be taught.

(6) The giving of anything of value to a commissioner of the board of education of a school district, intended to influence him in the discharge of a legal duty, or his receiving anything of value in corrupt payment of an official act done or to be done, renders void any contract to the making of which he was thus induced in whole or in part, directly or indirectly, and to the validity of which his vote or assent was necessary.

(7) Where a school commissioner of a district is notified to attend an adjourned meeting of the board of education, set to pass upon a proposed contract for the purchase of certain charts for the public schools of their district at the price of \$750. He refused to go until the agent selling the charts handed him \$2.50 in money to pay him for his time and reimburse him for loss sustained by closing his place of business. Then he attended the meeting of the board at the time and place fixed, and he and the president of the board voted for making the purchase and signed the contract; but the third commissioner voted against it, and refused to sign the contract.

Held, such contract, thus procured and made in violation of public policy, and void, for want of the sanction of a competent majority of the board to make it.

(8) Where a principal sends forth his agent to conduct his affairs and contract for his benefit, and the agent procures a contract by fraudulent or corrupt practices, although the principal may not have been privy in anyway to such conduct of his agent, yet the principal claiming the benefit of the contract must take it, tainted as it may be with such practices.

(9) A court of equity has jurisdiction of a suit by and on behalf of the resident taxpayers of a school district to set aside a contract made by and with the board of education, when the same is illegal, as made in fraud of the rights of such taxpayers, and so far as the same creates a debt to be paid out of the school money of any subsequent year, or is made for the purchase of things which the school board had no authority to buy; there being no other adequate remedy.

Honaker et al., vs. Board of Education etc., et al., W. V. C. of App., April 8, 1896.

7. Repeal of Statute.—Schools and School Districts.—Uniform Text-Books.—Power of Trustees.

(1) Act March 5, 1889, establishing a series of text-books for use in the public schools, and providing that it should continue in force for six years, from July 1, 1889, "or until changed in pursuance of law," was repealed by Pol. Code, Secs. 5181, 5182, which took effect July 1, 1895, even if such act did not expire on the latter date by its own terms.

(2) Const. art. 11, sec. 1, imposing on the legislature the duty of establishing and maintaining "a general, uniform and thorough system of public, free common schools," does not necessarily require that body to establish a uniform series of text-books throughout the state for use in the public schools.

(3) Where the legislature has failed to establish a uniform series of books for use in the common schools of the state, and has not conferred special authority on any officer or board so to do, the trustees of the school districts, under Pol. Code, sec. 1797, which gives them power to prescribe rules, not inconsistent with law, for the government of schools under their supervision, may designate text-books for use in the common schools of their districts.

Campana vs. Calderhead et al., Montana, S. C., March 2, 1896.

Township Trustee—Building Contract—Right to Take Bond.

1. A township trustee, in contracting for the erection of a school-house, is not inhibited from taking a bond from a contractor, conditioned that the contractor will fulfil his contract, and pay for the materials used and labor employed.

2. Material, men, and laborers have a right to sue on a bond executed by a contractor to a township trustee conditioned for the fulfilment of a contract to construct a school-house, and the payment of all material used and labor employed. *Williams vs. Markland, et al., Ind. S. C., June 9, 1896.*

Outgoing Trustees—Powers—Appointment to Office.

1. An outgoing board of trustees of public schools cannot appoint to an office that will not become vacant during the term of their own official life.

2. *Opinion of County Superintendent Overruled.*—The opinion of a county superintendent of public schools that a certain person is entitled to an office under the school law will not confer on such person any right to the office against an actual incumbent.

State Ex rel. Filch vs. Smith, New Jersey S. C., June 8, 1896.

Teacher's Certificate—Validity—Renewal—Examination.

Action by plaintiff against board of commissioners of Washington county to recover for services rendered as a school teacher. There was a judgment for plaintiff, and defendants appealed.

Where the Code, Art. 77, provides that a teacher's certificate shall not continue in force for more than six months, unless the person receiving the same shall satisfy the examiner of his fitness, etc., whereupon the examiner shall be empowered to issue a certificate which shall continue in force for five years, unless revoked for cause. *Held*, that a certificate granted in 1886, and after six months extended for three years to July, 1889 then in July 1889 for three years to July, 1892, and afterwards to June, 1897 was invalid, and therefore the holder thereof could not recover for services rendered as a teacher, where he refused to submit to an examination as required by an order passed by the school commissioners in 1895 of which he had notice. Judgment reversed.

Board of School Commissioners, etc., vs., Wagaman, Maryland S. C., June 18, 1896.

OPTIONAL FLAG-RAISING.

The recent legislature of the state of Illinois passed an act requiring the national flag to be displayed over every public school-house within the state during suitable weather in any school term. To violate the law was made a misdemeanor and penalties prescribed. Recently the law was given a test by being brought before the court on a motion to quash indictments found against

(CONTINUED ON PAGE 224.)

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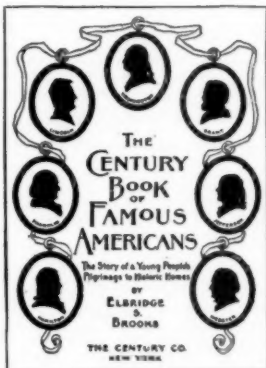
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[CO. CONTINUED FROM PAGE 220.]

certain school trustees and other officials for failing to execute the law. The court (circuit judge) holds that the law is unconstitutional and void; that the legislature in making the violation thereof a misdemeanor exceeded its powers, and on this point alone he bases his ruling. There was no question of the right of the state to order the flag down on any of its buildings at such times and in such manner as it saw fit.

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Limd vs. Chippeau a County, Wis. S. C., June 19, 1896.

School District—Limit of Indebtedness—Judgment.

In an action by *mandamus* to compel school officers to levy a tax to satisfy a judgment against the school district, wherein the officers pleaded fraud and collusion and that it was in excess of the constitutional limit of indebtedness which municipal corporations may incur. Plaintiffs had judgment, defendants appealed.

Held. 1. That the obtaining of a judgment against a school

district is not the creation of a debt against it within the Const. Art. 11, sec. 3, fixing its limit of indebtedness.

2. A judgment obtained against a school district after trial and determination of the right to recover cannot, on *mandamus* proceedings to compel levy of tax to pay it, be attacked on the ground that the creation of the indebtedness for which the judgment was obtained was violation of Const. Art. 11, sec. 3, fixing the limit of indebtedness of the district, at least where the abandonment of appeal from the judgment by the officers of the district was not collusive for the purpose of avoiding consideration of the question.

Edmondson vs. Independent School District, etc., et al., Iowa, S. C., May 29, 1896.

School District Bonds.—Validity.—Burden of Proof.—Suit in equity to cancel certain corporation bonds held by the defendants. From a decree in favor of plaintiffs the defendant appeals.

Held, (affirming) that while bonds delivered by a school district in payment of judgments against it cannot be defeated, in the hands of innocent holders for value, without notice of their illegality, by showing that the judgments were rendered upon warrants issued in excess of the constitutional limit, defendant, in an action to cancel such bonds, must show that they were actually applied in payment of specific judgments, or at least part of them were legal, particularly where it appears that more bonds were issued than were necessary to pay the judgment.

Independent School District, etc., vs., Society for Savings, etc., Iowa, S. C., May 26, 1896.



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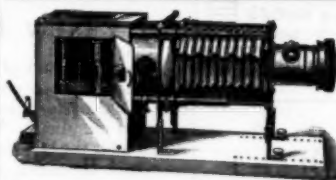
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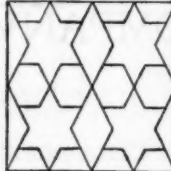
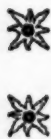
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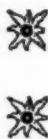
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Interesting Notes.

Messrs. Dodd, Mead & Company have just received from Mr. Clifton Johnson the first batch of photographic views of Drum-tochty life and character, to be used in the illustrated editions of *Beside the Bonnie Brier Bush* and *The Days of Auld Lang Syne*, now in preparation. These have proved to be much more interesting than was even anticipated. Mr. Johnson's work in the edition of White's *Selborne*, published by the Messrs. Appleton last Christmas, proved him to be no mere photographer, and in the series of pictures which he is now taking he shows fine eclectic and artistic tastes. To be sure, he has fallen upon a most picturesque subject, but it takes the eye of the artist to arrange and combine the points of view. — *The Bookman*.

Many years ago a Presbyterian minister who was a graduate of Amherst college wrote a book which he called *Uncle Sam's Letters on Phrenology*. He attained a great popularity on account of the novelty of the treatment, the humorous anecdotal references, the unusual comparisons, and the clear and accurate descriptions of the activity of the faculty. A revised edition of the book, with an introduction by Nelson Sizer, has just been published by the Fowler & Wells Co., New York. No better brief exposition of phrenology could be found.

Among the most attractive books for the study of nature are those issued by Bradlee Whidden, 18 Arch street, Boston. They are truthfully and attractively illustrated and the descriptions are brief yet clear. One of the latest is *The Turtles, Snakes, Frogs, and Other Reptiles and Amphibians of New England and the North*, by Edward Knobel. From this one can get a good idea of the main characteristics of this class of animals. The utmost care was evidently taken with the illustrations.

Italy is somewhat disconcerted by the discovery that the naval port of Biserta, which France has very quietly prepared for her ships on the coast of Tunis, forms an excellent basis for attacks on Sicily. The Italian government has decided to create a new naval station at the mouth of the Salso by transforming Licata into a port fitted for the reception of warships. This, it is hoped, will neutralize the efforts of France to become mistress of the Mediterranean sea.

A letter written by Robert Burns, and hitherto unpublished except in a local Scottish paper, is published in *The Athenaeum* (London.) The poet wrote from Edinburgh, Aug. 14, 1787, to Archibald Lawrie, then studying for the church. One passage of the letter runs as follows: "The clock is just striking one, two, three, four—twelve, forenoon, and here I sit in the attic story, alias the garret, with a friend on the right hand of my standish—a friend whose kindness I shall largely experience at the close of this line—there—thank you—a friend, my dear Mr. Lawrie, whose kindness often makes me blush. A friend who has more of the milk of human kindness than all the human race put together, and what is highly to his honor, peculiarly a friend to the friendless, as often as they come in his way; in short, sir, he is without the least alloy a universal philanthropist, and his much beloved name is a bottle of good old port!"

Daniel Chester French has attained the honor of being the first American artist to whom permission has been granted to erect an outdoor statue in Europe. The statue will be of George Washington, and will cost \$20,000. A group of American women in Paris formed themselves into a Washington Memorial Association, and after raising the necessary funds, have se-

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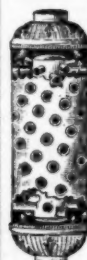
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cured the consent of the municipal authorities of Paris to erect the statue in the French capital on Rue Washington.

The Polish revolutionists have published a manifesto in Warsaw which shows that they regard the outbreak of a general war as very near. The Poles in Russian Poland are enjoined to prepare for it. They are to refuse the payment of taxes as soon as the war begins, and to hide whatever they have of provisions. Signal and telegraph poles are to be cut down, bridges and railroads must be destroyed. Cattle and corn should be handed over to the Prussians and Austrians only, as these will pay better than the Muscovites. Poles who may be true to Russia must be taken prisoner or killed. Polish officials will appear everywhere. They will be appointed by the revolutionary committee, and their orders must be strictly obeyed.

Warned by the scarcity of game in the British possessions of Africa, the German government has taken measures for the preservation of big game within its own territory. Major von Wissman has set aside a portion of German East Africa, within which no shooting will be allowed without a license from the governor of the colony. A license to shoot elephant or rhinoceros costs 500 rupees a year for a native; females and young elephants with tusks weighing less than six pounds must not be shot at all. White men will pay 160 rupees for the first elephant shot and 250 rupees for every other, 50 rupees for the first two rhinoceroses, and 150 rupees for all after them. Monkeys, beasts of prey, boars, and birds, except ostriches and secretary birds, may be killed without a license.

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A magnificent collection of geometrical models, valued at several thousand dollars, has been added recently to the equipment of Yale university. The models are made of polished brass and glass and were constructed under the personal supervision of Professor Andrew W. Phillips. Photographs of these models have been reproduced in "Elements of Geometry," by Andrew W. Phillips and Irving Fisher, professors in Yale, just published by Harper & Brothers. The authors have made use of photography both as a quick method of explanation and as an incentive of interest. That "pictures convey at a glance what volumes cannot describe" is especially true of the figures of solid geometry in which the *third dimension*—thickness—is often invisible to the student. Photo-engravings, arranged side by side with skeleton drawings, give an immeasurable reality and meaning to the illustrations.

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